

HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI -620 002
SCHOOL OF REHABILITATION AND BEHAVIOURAL SCIENCES
PG & RESEARCH DEPARTMENT OF REHABILITATION SCIENCE
(For Candidates Admitted from 2020 onwards)
SEMESTER I

Sem	Part	Course	Title of the Paper	Code	Hours/ Week	Credit s	Marks
I	I	Language	Tamil paper I/ Hindi paper I / French paper 1	U20TL1TAM01 U20HN1HIN01 U20FR1FRE01	3	3	100
I	II	English	English Paper 1	U20EL1GEN01	3	3	100
I	III	Major Core -1 (Compulsory)	Introduction to Disability-I	U20RS1MCT01	6	5	100
I	III	Major Core -2 (Compulsory)	Intervention for Persons with Visual Impairment	U20RS1MCT02	5	5	100
I	III	Allied-I (Compulsory)	Health and Nutrition	U20RS1ALT01	4	2	100
I	III	Allied-2 (Compulsory)	General Psychology	U20PS1ALT01	4	2	100
I	IV	EVS	Environmental studies	U20RE1EST01	2	1	100
I	IV	MSBC -1	Aesthetic Arts and Crafts - Practicals	U20RS1SBP01	2	1	100
I	IV	Value Education	Bible/Catechism/Ethics	U20VE2LVE01 U20VE2LVB01 U20VE2LVC01	1		-
I	IV	Extension - Activities	Service Oriented Courses (SOC)		-	-	-
I	III	Major Core - 3	Research Methods and Statistics (Offered to Audiology by Rehab)	U20RA1MCT01	5	-	100
I		Special Extra Credit	Internship/Field Work/Field Project - (30 Hrs)	U20SP1ECC01		2	100
			Total		30	24	900

SEMESTER II

Sem	Part	Course	Title of the Paper	Code	Hours/ Week	Credits	Marks
II	I	Language	Tamil paper I/ Hindi paper I / French paper 1	U20TL2TAM02 U20HN2HIN02 U20FR2FRE02	3	3	100
II	II	English	English Paper 1	U20EL2GEN02	3	3	100
II	III	Major Core -3 (Compulsory)	Introduction to Disability-II	U20RS2MCT03	4	4	100
II	III	Major Core -4 (Compulsory)	Intervention for Persons with Hearing Impairment	U20AS2MCT04	4	4	100
II	III	Major Core -5 (Compulsory)	Life Span Development	U20RS2MCT05	4	3	100
II	III	Allied-3 (Compulsory)	Counselling Psychology	U20PS2ALT02	4	2	100
II	IV	SBC 1	Soft Skills	U20RS2SBT02	2	1	100
II	IV	SBC 2	Sustainable Rural development and Student Social Responsibility	U20RE2SBT03	2	1	100
II	IV	MSBC - 2	Office Automation For Social Sciences – Practicals (Offered by Computer Science Dept.)	U20CA2SBP01	2	1	100
II	IV	Industrial Relations	Industrial Relations - Employability and Entrepreneurial Skills (Practicals)	U20RE2IRP01	1	1	100
II	IV	Value Education	Bible/Catechism/Ethics	U20VE2LVE01 U20VE2LVB01 U20VE2LVC01	1	1	100
II	IV	Extension - Activities	Service Oriented Courses (SOC)		-	-	-
II		Special Extra Credit	Internship/Field Work/Field Project - (30 Hrs)	U20SP2ECC01		2	100
			Total		30	26	1200

SEMESTER III

Sem	Part	Course	Title of the Paper	Code	Hou rs/ Wee k	Credits	Marks
III	I	Language	Tamil paper III/ Hindi paper III/ French paper III	U20TL3TAM03 U20HN3HIN03 U20FR3FRE03	3	3	100
III	II	English	English Paper III	U20EL3GEN03	3	3	100
III	III	Major Core-6 (Compulsory)	Intervention for Persons with Intellectual Disability	U20RS3MCT06	5	4	100
III	III	Major Core-7 (Compulsory)	Intervention for Persons with Locomotor Impairment	U20RS3MCT07	5	4	100
III	III	Major Core-8 Practical (Compulsory)	Expanded Core Curriculum - II: O & M, DLS, Maths – Visual Impairment (Practicals)	U20RS3MCP08	4	3	100
III	III	Major Elective - 1	Auditory Verbal Therapy- Audiology Dept. Use of Residual Vision TLM and Adaptive Equipments	U20AS3MET01 U20RS3MET02 U20RS3MET03	4	3	100
III	III	Allied-4 (Optional)	Inclusive Education School Subject - English/ History/ Economics	U20RS3ALT01	4	2	100
III	IV	Gender Studies	Gender Studies	U20WS3GST01	1	1	100
III	IV	Value Education	Bible/Catechism/ Ethics	U20VE4LVE02 U20VE4LVB02 U20VE4LVC02	1	-	-
III	IV	Extension Activities	Service Oriented Courses (SOC)		-	-	-
III		Special Extra Credit	Internship/Field Work/Field Project - (30 Hrs)	U20SP3ECC01		2	100
			Total		30	25	900

SEMESTER IV

Sem	Part	Course	Title of the Paper	Code	Hours/ Week	Credits	Marks
IV	I	Language	Tamil paper IV/ Hindi paper IV/ French paper IV	U20TL4TAM04 U20HN4HIN04 U20FR4FRE04	3	3	100
IV	II	English	English Paper IV	U20EL4GEN04	3	3	100
IV	III	Major Core-9 (Compulsory)	Introduction to Language and Speech	U20RS4MCT09	4	4	100
IV	III	Major Core-10 Practicals (Compulsory)	Expanded Core Curriculum-II - Braille (Practicals)	U20RS4MCP10	4	3	100
IV	III	Major Elective - 2	Speech, Language and Communication Disorder - Rehab Dept Exceptional Children- Psychology Dept. Therapeutics- Rehab Dept.	U20RS4MET01 U20PS4MET02 U20RS4MET03	4	3	100
IV	III	Allied-5 (Compulsory)	Community Based Rehabilitation and Vocational Placement- Practical	U20RS4ALP01	4	2	100
IV	III	Allied-6 (Optional)	Techno Pedagogy -ICT School Subject - English/History/Economics	U20RS4ALT05	4	2	100
IV	IV	NME -1	Any Dept. (Rehab to others) 1. Sign Language- Practical 2. Classroom Management	U20RS4NMP01 U20RS4NMT02	3	3	100
IV	IV	Value Education	Bible/Catechism/Ethics	U20VE4LVE02 U20VE4LVB02 U20VE4LVC02	1	1	100
IV	IV	Extension Activities	Service Oriented Courses (SOC)				
IV		Special Extra Credit	Internship/Field Work/Field Project - (30 Hrs)	U20SP4ECC01		2	100
			Total		30	26	1000

SEMESTER V

Sem	Part	Course	Title of the Paper	Code	Hours/ Week	Credits	Marks
V	III	Major Core-11 (Compulsory)	Adapted Physical Education	U20RS5MCT11	4	3	100
V	III	Major Core-12 (Compulsory)	Audiology and Aural Rehabilitation	U20AS5MCT12	4	3	100
V	III	Major Core- 13 - (Compulsory)	Intervention for Learning Disabilities	U20RS5MCT13	4	3	100
V	III	Major Core- 14 (Compulsory)	Curricular Strategies	U20RS5MCT14	4	4	100
V	III	Major Core-15 (Compulsory)	Communication Through Signs and Speech	U20RS5MCT15	4	3	100
V	III	Major Elective-3	Alternative and Augmentative Communication- Audio Dept. Giftedness -Rehab Dept. Special Education in Emerging Indian Society -Rehab Dept.	U20AS5MET01 U20RS5MET02 U20RS5MET03	4	4	100
V	III	SBC- 3	Sensory Integration- Practicals	U20RS5SBP03	2	1	100
V	IV	NME -2	Any Dept. (Rehab to Other Dept.) 1. Abnormal Psychology 2 Sex Education	U20RS5NMT01 U20RS5NMT02	3	3	100
V	IV	EXTRA CREDIT	Online Course (MOOCS, NPTEL etc.)			2	100
V	IV	Value Education	Bible/Catechism/Ethics	U20VE6LVE03 U20VE6LVB03 U20VE6LVC03	1		
V		Special Extra Credit	Internship/Field Work/Field Project - (30 Hrs)	U20SP5ECC01		2	100
			Total		30	28	1000

SEMESTER VI

Sem	Part	Course	Title of the Paper	Code	Hours/Week	Credits	Marks
VI	III	Major Core-16 (Compulsory)	Intervention for Autism and ADHD	U20RS6MCT16	5	4	100
VI	III	Major Core-17 (Compulsory)	Physiotherapy and Occupational Therapy	U20RS6MCT17	4	3	100
VI	III	Major Core-18 (Compulsory)	Behaviour Modification and Therapeutic Intervention	U20RS6MCT18	4	3	100
VI	III	Major Core-19 (Compulsory)	Vocational Rehabilitation	U20RS6MCT19	4	3	100
VI	III	Major Core -20 (Compulsory)	Management of Rehabilitation Programs	U20RS6MCT20	4	3	100
VI	IV	NME -3	Any Dept. (Rehab to Others) 1. Arts and Craft-Practicals 2. Group Dynamics	U20RS6NMP01 U20RS6NMT02	3	3	100
VI	IV	NME -4	Any Dept. (Rehab to Others) 1. Parenting and Home Management 2. Health Psychology	U20RS6NMT03 U20RS6NMT04	3	3	100
VI	IV	SBC – 4	Research Methodology (Theory Cum Project)	U20RS6SBT04	2	1	100
VI	IV	Value Education	Bible/Catechism/Ethics	U20VE6LVE03 U20VE6LVB03 U20VE6LVC03	1	-	100
VI	V	Extension Activities	RESCAPES-Impact study projects	U20RE6ETF01	-	2	100
VI		Special Extra Credit	Internship/Field Work/Field Project - (30 Hrs)	U20SP6ECC01		2	100
			Total		30	27	1100
			Grand Total		180	156	5500
			SOC (15)= 2			2	
			Grand Total		180	158	5500

In semester II & V Rehab students will go outside the department within the schools for two major core papers.

1. Intervention for persons with hearing impairment - II Semester - Major Core-4
2. Audiology and Aural Rehabilitation - V Semester - Major Core- 12

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I B.R.Sc: SEMESTER –I
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Course Title	MAJOR CORE 1 – INTRODUCTION TO DISABILITY –I
Total Hours	90
Hours/Week	6 Hrs/Wk
Code	U20RS1MCT01
Course Type	Theory
Credits	5
Marks	100

GENERAL OBJECTIVES:

To develop the skill to identify the various types of disabilities.

Course Objectives: The learner will be able to

CO No.	Course Objectives
CO-1	Remember, understand the basic concepts of impairment, disability and handicap
CO-2	Define visual, hearing, speech and language impairments
CO-3	Remember, understand locomotor impairments
CO-4	Remember, understand about intellectual and behavioural impairments.
CO-5	Develop skill to identify various physical impairments and intellectual impairments.

UNIT 1: Introduction to Disability (15 Hrs)

- 1.1 Definitions of impairment, disability, handicap and exceptional children.
- 1.2 Definitions, importance, advantages and disadvantages of labeling, stereotype, stigma,
- 1.3 Misconceptions about persons with disability
- 1.4 Social, parental and sibling attitudes towards Persons with Disabilities

Extra reading/ keywords: Definitions of various disabilities given by WHO, PWD, RPWD, and ICD.

UNIT 2: Visual Impairment (15 Hrs)

- 2.1 Concepts of Blindness, Low Vision
- 2.2 Signs, symptoms and characteristics of visual impairment – Blindness and Low-Vision
- 2.3 Causes of visual impairment and common eye diseases

2.4 Misconceptions about visually impairment

Extra reading/ keywords: Sensory Impairment, Physiology of optic nerves, and associated terminologies on Visual Impairment

UNIT 3: Hearing, Speech and Language Impairments (20 Hrs)

- 3.1 Concepts of Hearing Impairment, Speech and Language Impairment
- 3.2 Signs, symptoms and characteristics of Hearing impairment, Speech and Language Impairment
- 3.3 Causes of Hearing impairment, Speech and Language Impairment
- 3.4 Misconceptions about Hearing impairment, Speech and Language Impairment

Extra reading/ keywords: Sensory Impairment, Physiology of auditory nerves and associated terminologies on Hearing, Speech and Language Impairment.

UNIT 4 : Locomotor Impairments (20 Hrs)

- 4.1 Concept of leprosy cured persons, Cerebral palsy and Dwarfism
- 4.2 Signs, symptoms and characteristics of leprosy cured persons, Cerebral palsy and Dwarfism
- 4.3 Causes of leprosy cured persons, Cerebral palsy and Dwarfism
- 4.4 Misconceptions about leprosy cured persons, Cerebral palsy and Dwarfism

Extra reading/ keywords: Locomotor Impairment, Physiology of locomotor system and associated terminologies on locomotor Impairment.

UNIT 5: Intellectual and Behavioural Impairments (20 Hrs)

- 5.1 Definitions of Autism, Intellectual Disability, Attention-Deficit Hyperactivity Disorder and Mental Illness
- 5.2 Signs, symptoms and characteristics of Autism, Intellectual Disability, Attention-Deficit Hyperactivity Disorder and Mental Illness
- 5.3 Causes of Autism, Intellectual Disability, Attention-Deficit Hyperactivity Disorder and Mental Illness
- 5.4 Misconceptions about Autism, Intellectual Disability, Attention-Deficit Hyperactivity Disorder and Mental Illness

Extra reading/ keywords: Intelligent Quotient, Emotional Quotient, Savant, Exceptional Children.

Note: Extra Reading / Keywords are only for Internal Testing (Seminar / Assignments)

PRACTICUM: (25 Hrs)

1. Observation of persons with various disabilities.
2. Visits to organizations for the disabled.
3. Placement in Blossoms Opportunity School.
4. Writing a case record for a Person with disability.

Course Outcomes:**The learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Describe and explain the basic concepts and various types of disabilities.	PSO 1	R, U
CO-2	Familiarize and develop skill for identification of various disabilities.	PSO 2	R, U
CO-3	Explain and discuss the etiology of various disabilities	PSO 2	R, U
CO-4	Develop optimistic ways of managing and overcoming superstitious believes of various disabilities.	PSO 3	R, U
CO-5	Develop skill to identify various physical and sensory impairments (skill development)	PSO 3	R, U

REFERENCES:

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I B.R.Sc: SEMESTER –I
(For Candidates Admitted from 2020 onwards)

Course Title	MAJOR CORE – 2 INTERVENTION FOR PERSONS WITH VISUAL IMPAIRMENT
Total Hours	75
Hours/Week	5 Hrs/Wk
Code	U20RS1MCT02
Course Type	Theory
Credits	5
Marks	100

GENERAL OBJECTIVES:

To enable students to develop and recommend appropriate intervention and rehabilitation plan for persons with visual impairment.

COURSE OBJECTIVES:

The learner will be able to

CO No.	Course Objectives
CO-1	Understand the anatomy, physiology and pathology of human eye.
CO-2	Describe the characteristics of persons with visual impairment.
CO-3	Relate the losses of visual impairment to organize vision training programme.
CO-4	Apply strategies to develop educational intervention plan for children with visual impairment.
CO-5	Identify appropriate assistive technology devices for persons with visual impairment.

UNIT 1: Anatomy and physiology of the human eye

(15 Hrs)

- 1.1 Anatomy and physiology of eye
- 1.2 Process of seeing, signs & symptoms of vision loss, prevention of vision loss
- 1.3 Refractive errors -myopia, hyperopia, Presbyopia, astigmatism
- 1.4 Common causes of eye disorders: cataract, glaucoma, trachoma, corneal ulcer, xerophthalmia; neurological and muscular and related disorders; and disorders related to the receptive aspects of the eye, Cortical Vision Impairment.

Extra reading/ keywords: Oculoplastic, Neuro-ophthalmology

UNIT 2: Introduction to Visual Impairment (15 Hrs)

- 2.1 Definitions: Blindness, Low Vision (WHO, Educational Definition), Partially Sighted, Visual Impairment, Functional Vision, Residual Vision, Refraction, Fusion, Depth Perception, Visual Acuity, Visual field, Colour, Contrast, Illumination
- 2.2 Incidence, Prevalence and Classification of Visual Impairment
- 2.3 Characteristics of persons with visual impairment: Nature of intelligence, memory and concept; Motor & Language development; and Academic achievement
- 2.4 Blindisms and their Management

Extra reading/ keywords: Eye implant, Action Plan for the Prevention of Avoidable Blindness and Visual Impairment,

UNIT 3: Early Intervention (10 Hrs)

- 3.1 Psychosocial, Educational and functional Implications of vision loss, Limitations of Blindness and Losses in acquired visual impairment
- 3.2 Vision Care Professionals
- 3.3 Vision Screening, Vision Assessment
- 3.4 Vision Training

Extra reading/ keywords: Vision therapist, Athlete Vision Assessment

UNIT 4: Educational Intervention (15 Hrs)

- 4.1 Curriculum planning
- 4.2 Plus Curriculum
- 4.3 Instruction in school subjects
- 4.4 Classroom Management for Visually Impaired Children

Extra reading/ keywords: Paper strategies, E-text strategies, and Auditory strategies

UNIT 5: Assistive Technology (10 Hrs)

- 5.1 List of equipment and appliances for VI children
- 5.2 Low Vision Devices – optical and nonoptical devices
- 5.3 Softwares for Persons with Vision Impairment
- 5.4 Barrier-Free Access – Designing for the Visually Impaired

Extra reading/ keywords: APPS for VI

Note: Extra Reading / Keywords are only for Internal Testing (Seminar / Assignments)

Practicum: (10 Hrs)

1. Visit to Eye hospitals.
2. Maintaining a record on anatomy and physiology of eye.
3. Assessment and programme planning for one visually impaired child.

COURSE OUTCOMES:**The learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the anatomy, physiology and pathology of human eye.	PSO 1	U
CO-2	Classify visual impairment and identify the characteristics of persons with visual impairment.	PSO 2	U
CO-3	List the acquired losses of visual impairment.	PSO 2	R
CO-4	Organize vision training programmes for persons with visual impairment.	PSO 4	Ap
CO-5	Develop appropriate educational intervention plan for children with visual impairment.	PSO 4	C
CO-6	Recommend suitable assistive technology for persons with visual impairment. (skill development)	PSO 5	E

References:

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Course Title	ALLIED 1 - HEALTH AND NUTRITION
Total Hours	60
Hours/Week	4 Hrs/Wk
Code	U20RS1ALT01
Course Type	Theory
Credits	2
Marks	100

GENERAL OBJECTIVES:

To enable students to develop and recommend appropriate nutrition for children with disability.

COURSE OBJECTIVES:

CO No.	Course Objectives
CO-1	To familiarize the students with the basic concepts of health care and importance of hygiene.
CO-2	To create an awareness about prevention against common diseases and disability.
CO-3	To provide the students' knowledge regarding various nutrients and their importance
CO-4	To impart knowledge regarding the prevention of disabilities that occur due to malnutrition and ill health.
CO-5	To impart knowledge of basic concepts of counselling.

UNIT 1: Introduction to Health

- 1.1 Definition / Meaning of health and hygiene
- 1.2 Types of diseases – congenital, acquired, communicable, non-communicable
- 1.3 Agents and routes of transmission – direct, indirect
- 1.4 Prevention of diseases – immunization and levels of prevention

UNIT 2: Infection and Diseases

- 2.1 Viral infections – types, causes, symptoms and prevention
- 2.2 Bacterial infections – types, causes, symptoms and prevention
- 2.3 Infections by protozoa – types, causes, symptoms and prevention
- 2.4 Deficiency diseases – types, causes, symptoms and prevention

- UNIT 3: Fundamentals of Nutrition
- 3.1 Definitions of food and nutrition
 - 3.2 Need and importance of nutrition
 - 3.3 Nutritional classification of foods – energy giving, body building and protective
 - 3.4 Various nutrients and their specific functions and sources.
- UNIT 4: Applied Nutrition
- 4.1 Recommended dietary allowances for various age groups
 - 4.2 Food groups, malnutrition and its prevention
 - 4.3 Dietary modifications and special feeding methods
 - 4.4 Dietary modifications for various disability related diseases
- UNIT 5: Counseling and educating disabled children on nutrition
- 5.1 Introduction to nutritional counselling
 - 5.2 Role and Responsibilities of the nutrition counselor
 - 5.3 Aids used by dietitians for awareness - charts, leaflets, posters etc.
 - 5.4 Dietary guidelines for children with disability

PRACTICUM

1. Organising health awareness camps.
2. Organise a workshop with experts from different kinds of medical care.
3. Calculate nutritive value of One's own diet.
4. Planning and preparation of diets for various disability related diseases.
5. Visit to various institutions for the disabled.

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the basic concepts of health care and importance of hygiene.	PSO 1	U
CO-2	Understand the awareness about prevention against common diseases and disability.	PSO 2	U
CO-3	Describe the knowledge regarding various nutrients and their importance	PSO 2	R
CO-4	Explain the prevention of disabilities that occur due to malnutrition and ill health.	PSO 4	R
CO-5	Understand the basic concepts of counselling	PSO 4	C

REFERENCES

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5. Shryock, (1976) ' . You and Your Health, California; Pacific PressPublishing Association.
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HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI -620 002
SCHOOL OF REHABILITATION AND BEHAVIOURAL SCIENCES
PG DEPARTMENT OF PSYCHOLOGY
OFFERED TO I B.R.Sc. SEMESTER I
(For Candidates Admitted from 2020 onwards)

Course Title	ALLIED – 2 GENERAL PSYCHOLOGY
Total Hours	60
Hours/Week	4 Hrs/Wk
Code	U20PS1ALT01
Course Type	Theory
Credits	2
Marks	100

GENERAL OBJECTIVES:

To understand the basic concepts of psychology and apply them in life.

COURSE OBJECTIVES:

The learner will be able to

CO No.	Course Objectives
CO-1	Understand the concepts of psychology, theories of learning and intelligence
CO-2	Remember the various concepts in memory forgetting and motivation
CO-3	Analyze the characteristics of creative persons and develop creative thinking and problem solving techniques.
CO-4	Analyze and evaluate the skill needed to develop self-concept and maintain better inter- personal relations
CO-5	Understand the concepts of consciousness, sleep and dreams and parapsychology

UNIT: I BASICS OF PSYCHOLOGY (10 Hrs)

1. Meaning and History
2. Sensory Perception
3. Attention and Perceptual Processes
4. Nature and Types of Memory and forgetting theories

Extra reading/ keywords: Psychology applied in different fields, Biographies of successful people, Mnemonic techniques

UNIT: II LEARNING, MOTIVATION AND EMOTIONS (15 Hrs)

- 2.1 Learning theories

- 2.2 Motivation, Types of Motives & theories
- 2.3 Emotions theories
- 2.4 Frustration and conflict

Extra reading/ keywords: Multiple Intelligence, Emotional Intelligence, Emotional Quotient

UNIT: III THINKING AND INTELLIGENCE (10 Hrs)

- 3.1 Thinking and Reasoning
- 3.2 Creativity
- 3.3 Domains of Psychological Attributes
- 3.4 Intelligence
- 3.5 Individual differences in Intelligence

Extra reading/ keywords: Lateral thinking, Innovative problem solving techniques, Artificial Intelligence, social intelligence

UNIT: IV PERSONALITY (10 Hrs)

- 4.1 Definition & Type of personality
- 4.2 Type and Trait Theories of Personality
- 4.3 Learning and Behavioural Theories
- 4.4 Humanistic Theories.

Extra reading/ keywords: The Hardy Personality

UNIT: V PSYCHOLOGICAL DISORDERS AND STRESS (15 Hrs)

- 5.1 Major Psychological Disorders
- 5.2 Effects of Stress and Coping
- 5.3 Substance Use Disorders
- 5.4 Types and Sources of Stress

Extra reading/ keywords: Disengagement coping, Relaxation Techniques

Note: Texts given in the extra reading/key words must be tested only through Assignment and Seminars.

Course Outcomes:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the concepts of psychology,	PSO 1	R, U
CO-2	Explain theories of learning and intelligence	PSO 2	R
CO-3	Discuss the various concepts in memory forgetting	PSO 2	U
CO-4	Examine the importance of motivation in real life.	PSO 3	R
CO-5	Explain the characteristics of creative persons and develop creative thinking and problem solving techniques.	PSO 4	An

CO-6	List, explain and summarize the skill needed to develop self-concept and maintain better inter-personal relations	PSO 4	U
CO-7	Explain and summarize personality types and theories	PSO 5	R, An

PRACTICUM:

1. Various tests and exercises are conducted to understand
 - learning theories
 - level of motivation
 - emotional quotient
 - memory
2. Workshop on How to Develop Creativity and Thinking.
3. Workshop on Developing Self-concept and Esteem.
4. Solve simple problem situations and help solving personal problems.

REFERENCES:

1. Roger Van Oech, (1993). A Whack On the side of the head, Noida, India; Gospons papers Pvt. Ltd.
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4. Carlson, (1990). Psychology - The Science of Behaviour, U.S.A.; Allyn and Bacon, Inc.
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SCHOOL OF REHABILITATION AND BEHAVIOURAL SCIENCES
PG & RESEARCH DEPARTMENT OF REHABILITATION SCIENCE
I B.R.Sc: SEMESTER –I
(For Candidates Admitted from 2020 onwards)

Course Title	MAJOR SKILL BASED COURSE - 1 AESTHETIC ARTS AND CRAFT-Practicals
Total Hours	30
Hours/Week	2 Hrs/ Wk
Code	U20RS1SBP01
Course Type	Practical
Credits	1
Marks	100

GENERAL OBJECTIVE:

To enable the students understand the various arts and craft for persons with disabilities to enhance their eye hand co-ordination.

Course Objectives: The learner will be able to

CO No.	Course Objectives
CO-1	Remembers, understand the needs arts and craft for children with special needs.
CO-2	Remembers, understands factors improving functioning of children with special needs.
CO-3	Remembers, understands importance of practicing arts and craft to children with disabilities.
CO-4	Remembers, understands the importance of developing eye hand co-ordination to children with special needs.
CO-5	Apply and create an album related to Practical Engagement.

UNIT I: NEEDLE & THREAD

(5 HOURS)

- 1.1 Basic Stitches for everyday use
- 1.2 Sewing, Knitting, Crochet, Embroidery, Woolen

Extra reading/ keywords: Creative needle work

UNIT II: DRAWING & PAINTING

(5 HOURS)

- 2.1 Basic Drawing, Cartooning, Calligraphy, Thermocal art
- 2.2 Fabric, Pot, Chart, Glass etc.

Extra reading/ keywords: Creative cloth and painting work

UNIT III: PAPER WORK**(5 HOURS)**

- 3.1 Origami, Gift wrappers, book marks
- 3.2 Quilling, Files and folders, Greeting cards

Extra reading/ keywords: Creative paper works**UNIT IV: DECORATIONS****(10 HOURS)**

- 4.1 Home, Gardens and Landscaping, Cakes, Flower Arrangements
- 4.2 Organizing parties and events

Extra reading/ keywords: Creative event management techniques**UNIT V: WEALTH OUT OF WASTE AND DIY IDEAS****(5 HOURS)**

- 5.1 Preparing Creative teaching materials, Creating Wealth from waste – as a hobby
- 5.2 Arts and Crafts as a Therapy

Extra reading/ keywords: Creative therapeutical interventions**Note: Texts given in the Extra reading/key words must be tested only through Assignment and Seminars.****COURSE OUTCOMES:**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Identify the needs arts and craft for children with special needs.	PSO 1	R,U
CO-2	Identify the factors improving functioning of children with special needs.	PSO 2	R,U
CO-3	Identify the importance of practicing arts and craft to children with disabilities.	PSO 3	R,U
CO-4	Identify the importance of developing eye hand co-ordination to children with special needs.	PSO 4	R,U
CO-5	Apply and create an album related to Practical Engagement.	PSO 5	AP

REFERENCES:

1. Arts & Crafts Busy Book : 365 Activities Paperback by Trish Kuffner (Author), Bruce Lansky (Editor)
2. My Book of Art & Craft Part – 1,2 3 & 4, 2013, by Dreamland Publications
3. Creative World of Paper Folding - Book 1,2017,by Dreamland Publications
4. Special Events: A New Generation and the Next Frontier, 6th Edition by Joe Goldblatt
5. Calligraphy For Beginners: Learn Calligraphy Alphabets, Lettering, Drawing & More! (Calligraphy Alphabet, Calligraphy Writing, Handwriting Improvement, ... For Beginners, Penmanship, Lettering, Art) by Charlotte Pearce

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(For Candidates Admitted from 2020 onwards)

OFFERED TO I B.ASLP: SEMESTER –I
B.1.6 RESEARCH METHODS AND STATISTICS

Code: U20RA1MCT01

Hours - 60

Marks - 100

Objectives: After completing this course, the student will be able to understand the

- a) basic concept of research in the field of audiology and speech-language pathology
- b) design and execution of research
- c) ethical guidelines for conducting research

Part A: Research Methods

Unit I: Introduction to research methods

- a) Meaning and purpose of research: meaning
- b) Need for research in audiology and speech-language pathology
- c) Funds/grants for research
- d) Steps in research: identification, selection
- e) Formulation of research questions: aims, objectives, statement of problem, hypothesis
- f) Types of variables; types of sampling procedures (random and non-random);
- g) Types/ methods of data collection and their advantages and disadvantages
- h) Reliability and validity (internal and external validity)

Unit II: Research design in audiology and speech-language pathology

- a) Types of research: survey, ex-post facto research, normative research, standard-group comparison
- b) Experimental and quasi experimental research: group design & single subject design
- c) Internal and external validity of research
- d) Between groups vs. repeated measures design
- e) Documentation of research: scientific report writing, different formats or styles (APA, AMA and MLA),
- f) Ethics of research

Part B: Statistics

Unit III: Introduction to statistics and data collection

- a) Application of statistics in the field of Audiology and speech-language pathology.
- b) Scales of measurement: nominal, ordinal, interval, ratio
- c) Classification of data: class intervals, continuous and discrete measurement
- d) Normal distribution: general properties of normal distribution, theory of probability, area under normal probability curve
- e) Variants from the normal distribution: skewness and kurtosis
- f) Measure of central tendency: mean, median, mode
- g) Measures of variability: range, deviation (average and standard deviation), variance

Unit IV: Statistics and research designs

- a) Choosing statistics for different research designs
- b) Correlational techniques: Pearson's Product Moment Correlation Coefficient; Spearman's Rank order correlation coefficient
- c) Statistical inference: concept of standard error and its use; the significance of statistical measures; testing the significance of difference between two means z-test, t-test; analysis of variance, post hoc tests,
- d) Non-parametric tests: Chi-square test, Wilcoxon test, Mann-Whitney U test,
- e) Reliability and validity of test scores: reliability and validity, Item analysis
- f) Analysis of qualitative data
- g) Software for statistical analysis

Unit V: Epidemiology

- a) Basic epidemiologic concepts and principles
- b) Epidemiologic data sources and measurements
- c) Epidemiologic methods – questionnaire survey, screening, personal survey, testing
- d) Media - their advantages and disadvantages
- e) Incidence and prevalence of hearing, speech, language disorders as per different census (NSSO, WHO)

Recommended Reading:

- Dane F. C. (2011). Sampling and Measurement. In Evaluating research: Methodology for people who need to read research. New Delhi: SAGE publication.
- Field, A. (n.d.). Discovering Statistics Using IBM SPSS (4th ed.). SAGE Publications.
- Hegde M. N. (2010). A course book on Scientific and professional writing for speech language pathology (4thEdition), Singapore: Delmar publication.
- Hegde, M. N. (2003). Clinical research in communicative disorders: Principles and strategies. (3rd Edition), Austin: Pro-ed
- Hesse-Biber, S. N. &Leavy, P. (2011). The Ethics of social research. In The Practice of qualitative research. (2nd Edition), New Delhi: SAGE publication.
- Jekel, F. J., Katz, L.D., & Elmore, G.J (2001). Basic Epidemiologic Concepts and Principles in epidemiology, Biostatistics, and Preventive Medicine (2nd Edition). Pennsylvian: Saunders
- Meline, T. (2010). A research primer for communication sciences and disorders. Singapore: Pearson publication.

SCHOOL OF REHABILITATION AND BEHAVIOURAL SCIENCES
PG & RESEARCH DEPARTMENT OF REHABILITATION SCIENCE
 (For Candidates Admitted from 2020 onwards)
II B.R.Sc: SEMESTER –II

Course Title	MAJOR CORE 3 – INTRODUCTION TO DISABILITY: PAPER-II
Total Hours	75
Hours/Week	5 Hrs / Wk
Code	U20RS2MCT03
Course Type	Theory
Credits	4
Marks	100

GENERAL OBJECTIVES:

To develop the skill to identify the various types of disabilities.

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Remember, understand the basic concepts of learning disabilities.
CO-2	Define visual, hearing, speech and language impairments
CO-3	Remember, understand developmental and multiple disabilities
CO-4	Remember, understand about health impairments and mental illness
CO-5	Develop skill to identify various learning disabilities and Physical Impairments.

UNIT 1: Learning Disabilities

(10 Hrs)

- 1.1 Concept of Learning Disabilities and Types : Dyslexia, Dysgraphia, Dyscalculia, Dyspraxia and Developmental Aphasia
- 1.2 Signs, symptoms and characteristics of Learning Disabilities
- 1.3 Causes and Misconceptions of Learning Disabilities

Extra reading/ keywords: Definitions of various learning Disabilities and RPwD Act,

UNIT 2: Musculoskeletal Impairments

(10 Hrs)

- 2.1 Concepts of Muscular Dystrophy and Acid attack survivors
- 2.2 Sign, symptoms and characteristics of Muscular Dystrophy and Acid attack Survivors
- 2.3 Causes and Misconceptions about Muscular Dystrophy and Acid attack survivors

Extra reading/ keywords: Locomotor Impairments, Physiology of locomotor or system and associated terminologies on Muscular Dystrophy and Acid attack victims.

UNIT 3 : Chronic Neurologic Impairments

(10 Hrs)

- 3.1 Concepts of Multiple Sclerosis and Parkinson's disease
- 3.2 Signs, symptoms and characteristics of Multiple Sclerosis and Parkinson's disease
- 3.3 Causes and Misconceptions about Multiple Sclerosis and Parkinson's disease

Extra reading/ keywords: *Neurologic Impairments, Physiology of nervous system and associated terminologies on Multiple Sclerosis and Parkinson's disease*

UNIT 4 : Blood Disorders (10 Hrs)

- 4.1 Definitions of Haemophilia, Thalassemia, Sickle cell disease
- 4.2 Signs and symptoms of Haemophilia, Thalassemia, Sickle cell disease
- 4.3 Causes and Misconceptions about Haemophilia, Thalassemia, Sickle cell disease

Extra reading/ keywords: *Blood Disorders and Rh-Incompatibility.*

UNIT 5: Multiple Disabilities including Deaf-Blindness (10 Hrs)

- 5.1 Concept of Multiple Disabilities including Deaf-Blindness
- 5.2 Signs, symptoms and characteristics of Multiple Disabilities including Deaf-Blindness
- 5.3 Causes, classification and Misconceptions about Multiple Disabilities including Deaf-Blindness

Extra reading/ keywords: *Effects and Implications of Multiple Disabilities including Deaf-Blindness.*

Note: *Extra Reading / Keywords are only for Internal Testing (Seminar / Assignments)*

PRACTICUM: (25 Hrs)

5. Observation of persons with various disabilities.
6. Visits to organizations for the disabled.
7. Placement in Blossoms Opportunity School.
8. Writing a case record for a Person with disability.

Course Outcomes:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Describe and explain the basic concepts and various types of disabilities.	PSO 1	R, U
CO-2	Familiarize and develop skill for identification of various disabilities.	PSO 2	R, U
CO-3	Explain and discuss the etiology of various disabilities	PSO 2	R, U
CO-4	Develop optimistic ways of managing and overcoming superstitious believes of various disabilities.	PSO 3	R, U
CO-5	Develop skill to identify various physical and sensory impairments (skill development)	PSO 3	R, U

REFERENCES:

1. PG & Research Department of Rehabilitation Science (2017) All about Disability – A Resource Guide, Trichy: Jami Publications.
2. Advani, L. & Chadha, A. (2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Private Ltd.
3. Kundu, C.L., (2003) Status of Disability in India, New Delhi : Rehabilitation Council of India.
4. Persha, A.J. & Rao, V.R.P.S. (2003). Early Intervention – A Service Model, Secunderabad : National Institute for the Mentally Handicapped (NIMH).
5. NSSO, (2003) Disabled Persons in India. New Delhi : Ministry of Statistics and Programme Implementation, Govt. of India.
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7. Mani, M.N.G., (Ed.), (2001) Booklet on Visual Impairment and Human Development. B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.
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9. Swarup, S. (2001) Booklet on Concept, Classification and Characteristics of Disabilities, B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.
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12. Punani, B. & Rawal, N., (2000) Visual Impairment Handbook, Ahmedabad; Blind Peoples Association.
13. Kirk, S.A., & Gallagher, J.J., Anastasiow (2000) Educating Exceptional Children. (9th Edition). Boston: Houghton Mifflin Co.
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17. John Ballatyne, M.C. Martin & Antony Martin (1993), Deafness (5th Ed.), Delhi, A.I.T.B.S. Publishers.
18. Northern L. Jerry, Downs P. Marian, (1991). Hearing in Children. U.S.A. : Williams & Wilkins Ltd.

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20. Hallhan,D.P., & Kauffman,J.M. (1988) Exceptional children - Introduction to Special Education. New Jersey: Prentice Hall.
21. Werner D. (1987). Disabled village children (1st Ed.), U.S.A.; Hesperian Foundation.
22. Sol Adler, (1986). Early Identification & Intensive Remediation of Language Retarded Children. U.S.A.: Charles C. Thomas.
23. Harley R.K. and Lawrence G.A. (1984). Visual Impairment in Schools (2nd Ed.), U.S.A.; Charles C. Thomas Publisher.
24. Marinelli, R.P. & DelleOrbo, A.E. (1984) The Psychological and Social Impact of Physical Disability. New York: Springer Publishing Company.
25. Grossman, H.J. (ed). (1983) Classification in Mental Retardation. Washington: American Association on Mental Deficiency.
26. J. Hogg and Mitter, (1983). "Advances in Mental Handicap Research", New York; John Wiley and sons.
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28. Neisworth, J.T., & Smith, R.M. (1978) Retardation Issues, Assessment, and Intervention. New York : McGraw Hill Book Co.
29. Stanford .E. Gerber, George T.Mencher, (1978). Early diagnosis of Hearing loss. New York : Grun & Straffon.
30. Stubbins, J. (1977) Social & Psychological Aspects of Disability, A Handbook for Practitioners. Texas: Pro-ed.
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32. <http://socialjustice.nic.in/pwdact1995.php>
33. <http://www.disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%202016.pdf>
34. <https://www.in.gov/spd/files/Myth.pdf>

DEPARTMENT OF AUDIOLOGY and SPEECH LANGUAGE PATHOLOGY
(For Candidates Admitted from 2020 onwards)
OFFERED TO I B.R.Sc: SEMESTER –II

Course Title	MAJOR CORE 4 – INTERVENTION FOR PERSONS WITH HEARING IMPAIRMENT
Total Hours	60
Hours/Week	4 Hrs/Wk
Code	U20AS2MCT04
Course Type	Theory
Credits	4
Marks	100

GENERAL OBJECTIVES:

To understand the anatomy and physiology of the Ear, Ear diseases, Causes, Characteristics and the need for early identification and educational intervention for children with hearing impairment

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Understand the Anatomy and Physiology of the different parts of ear
CO-2	Explain the Causes , symptoms and treatment of ear diseases and refer them to the Audiologist/ ENT Specialist
CO-3	Describe the causes, characteristics and implications of Children with Hearing Impairment
CO-4	Relate concepts of early identification and techniques and methods of Infant hearing Screening and testing Pre – Schoolers
CO-5	Apply strategies in developing Literacy, Auditory, Oral, Reading, Writing skills in Children with Hearing Impairment

UNIT 1: ANATOMY AND PHYSIOLOGY OF EAR

(10Hrs)

- 1.1 Structure and function of Outer Ear
- 1.2 Structure and function of the Middle Ear
- 1.3 Structure and function of the Inner Ear
- 1.4 Physiology of Hearing and Central Auditory Processing

Extra reading/ keywords: Embryological development of the Ear

UNIT 2: MEDICAL AND CONTEMPORARY ASPECTS OF HEARING LOSS

(10 Hrs)

- (Signs, symptoms and treatment)
- 2.1 Diseases of the Outer Ear
 - 2.2 Diseases of the Middle Ear
 - 2.3 Diseases of the Inner Ear
 - 2.4 Noise Induced Hearing Loss

Extra reading/ keywords: Nursing management of hearing impairment, surgical management of deafness

UNIT 3: THE HEARING IMPAIRED**(10 Hrs)**

- 3.1 Definitions
- 3.2 Prevalence, causes and classification of hearing impairment
- 3.3 Characteristics and impact of hearing impairment
- 3.4 Early intervention for hearing impaired

Extra reading/ keywords: *Case study, Case history***UNIT 4: HEARING EVALUATION****(10 Hrs)**

- 4.1 Neonatal screening
- 4.2 Techniques of Infant hearing screening
- 4.3 Goals and methods used in testing preschoolers
- 4.4 Educational Needs of Children with Hearing Impairment

Extra reading/ keywords: *Special education, Integrated education, Inclusive education***UNIT 5: DEVELOPMENT OF LITERACY SKILLS****(10 Hrs)**

- 5.1 Literacy Skills: Meaning and Scope
- 5.2 Development of Auditory skills (Listening) and Development of Oral Skills (Speaking)
- 5.3 Developing Reading Skills in Children with Hearing Impairment
- 5.4 Development of Writing Skills

Extra reading/ keywords: *Methods of teaching Speech***Note:** *Extra Reading / Keywords are only for Internal Testing (Seminar / Assignments)***COURSE OUTCOMES:**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the anatomy and physiology of outer, middle and inner ear and the physiological process of hearing.	PSO 1	R, U
CO-2	Discuss the signs, symptoms and treatment of the various outer, middle and inner ear diseases and Noise induced hearing loss.	PSO 2	R, U
CO-3	Describe the causes, classification, characteristics of children with hearing impairment.	PSO 2	R, U
CO-4	Enumerate the need for early intervention for the hearing impaired and the techniques of neonatal screening, infant hearing screening and testing preschoolers	PSO 3	R, U
CO-5	Explain the meaning, Scope and development of literacy skills, auditory and oral skills, reading and writing skills and discuss the educational needs of children with hearing impairment.	PSO 3	R, U

PRACTICUM:**(10 Hrs)**

1. Visit to ENT hospitals.
2. Maintaining a record on anatomy of the different parts of the ear.
3. Conducting a Screening Camp.
4. Compilation of Terminologies related to Hearing Impairment.
5. Visit to Institutions for the Hearing Impaired.
6. Observation of classroom instruction for children with hearing impairment in special schools and inclusive setting..

REFERENCES:

1. Advani, L. & Chadha, A. (2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Private Ltd.
2. Agarwal, K. (2002). A Handbook for Parents of Children with Disabilities. New Delhi, Planning Commission Government of India.
3. Charles Van Riper; Robert L. Erickson, (1996). Speech Correction, Introduction to Speech Pathology and Audiology, (9 Ed.). U.S.A.; Allyn & Bacon.
4. Hall & Colman, (1983). Diseases of the Nose, Throat and Ear, Singapore; Kyodo Shing Loong Printing Private Ltd.
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2. Journal of Ear and Hearing
3. Journal of Deafness and Education International.

HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI -620 002
SCHOOL OF REHABILITATION AND BEHAVIOURAL SCIENCES
PG & RESEARCH DEPARTMENT OF REHABILITATION SCIENCE
I B.R.Sc: SEMESTER –II
(For Candidates Admitted from 2020 onwards)

Course Title	MAJOR CORE – 5 LIFE SPAN DEVELOPMENT
Total Hours	60
Hours/Week	4 Hours per week
Code	U15RS2MCT05
Course Type	Theory
Credits	3
Marks	100

General Objectives:

To understand the concept of human development, various stages and its characteristics and the effect of delayed development in relation with disabilities.

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Explain the normal course of human development.
CO-2	Discuss the skill to identify the developmental lag in the disabled.
CO-3	Understand knowledge regarding the various areas of development and effect of disability on them.
CO-4	Summarize the importance of prenatal and early development and discuss its impact in the child development
CO-5	Compare and discuss the variations in development in various stages from conception to adulthood and its impact on later development

UNIT 1: Introduction to Development (10 hrs)

- 1.1 Growth and development – concepts, differences, principles, determinants
- 1.2 Stages of development, age ranges and their important characteristics.
- 1.3 Developmental lag - concept of developmental age, developmental milestones, developmental delay and its intervention

Extra reading/ keywords: *conception, growth, development, milestones, proximal distal, cephalo caudal*

UNIT 2: Areas of Development (10 hrs)

- 2.1 Physical and motor development- Definitions, important aspects, effects of delay and disability
- 2.2 Social and emotional development - Definitions, important aspects, effects of disability
- 2.3 Cognitive development - Definitions, processes, effects of delay and disability

Extra reading/ keywords: *Fine, gross, neuro motor, peer, social maturity, emotional stability, intelligence*

UNIT 3: Prenatal Development and Infancy (10 hrs)

- 3.1 Importance, stages and characteristics, genetic and environmental causes of disability
- 3.2 Types of birth and their effect on later development, effect of prematurity and low birth weight.
- 3.3 Neonatal assessment for disabilities, physical, physiological and behavioral activities and care of new born

Extra reading/ keywords: *neonatal, hereditary, prenatal, postnatal, normal, caesarean*

UNIT 4: Early Childhood and Late Childhood (10 hrs)

- 4.1 Importance, stages and characteristics of early and late childhood.
- 4.2 Developmental tasks and needs in early and late childhood.
- 4.3 Physical, cognitive and psychosocial development in early and late childhood.

Extra reading/ keywords: *preoperational, concrete, autonomy, dominant, skillful*

UNIT 5: Adolescence and Adulthood (10 hrs)

- 5.1 Importance, stages and characteristics
- 5.2 Developmental tasks and needs in adolescence.
- 5.3 Physical, cognitive and psychosocial development in adolescence.

Extra reading/ keywords: *puberty, physical and hormonal changes, transitional period*

PRACTICUM: (10 hrs)

1. Infant Screening for developmental milestones.
2. Observation of reflexes in an infant
3. Conducting a sociometric study of college students.
4. Writing a case study of CWSN.

Course Outcomes:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Recall and relate the normal course of human development.	PSO 1	R, U
CO-2	Recognize and identify the developmental lag in the disabled.	PSO 2	R

CO-3	Compare and contrast the various areas of development and effect of disability on them.	PSO 3	R, U
CO-4	Indicate the importance of prenatal and post development in the child development	PSO 4	R,U
CO-5	Understand the variations in development in various stages from conception to adulthood and its impact on later development. (skill development)	PSO 5	R,U

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18. <http://www.fpnotebook.com/Peds/Neuro/DvlpmntlMlstn.htm>
19. <http://www.nios.ac.in/srsec328newE/328EL11.pdf>
20. <http://www.nios.ac.in/srsec328newE/328EL12.pdf>

21. <http://www.nios.ac.in/srsec328newE/328EL13.pdf> -
22. <http://www.nios.ac.in/srsec328newE/328EL14.pdf>
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**HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI -620  
002  
SCHOOL OF REHABILITATION AND BEHAVIOURAL SCIENCES  
DEPARTMENT OF PSYCHOLOGY  
OFFERED TO II B.R.Sc. SEMESTER II  
(For Candidates Admitted from 2020 onwards)**

|                     |                                          |
|---------------------|------------------------------------------|
| <b>Course Title</b> | <b>ALLIED – 3 COUNSELLING PSYCHOLOGY</b> |
| <b>Total Hours</b>  | <b>60</b>                                |
| <b>Hours/Week</b>   | <b>4</b>                                 |
| <b>Code</b>         | <b>U20PS2ALT02</b>                       |
| <b>Course Type</b>  | <b>Theory</b>                            |
| <b>Credits</b>      | <b>2</b>                                 |
| <b>Marks</b>        | <b>100</b>                               |

**GENERAL OBJECTIVE :**

To understand and develop counseling skills and apply them in real life situations in personal and professional life

**Course Objectives:**

**The learner will be able to**

| <b>CO No.</b> | <b>Course Objectives</b>                                                                                                            |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------|
| CO-1          | Understand the goal, role and characteristics of counselors.                                                                        |
| CO-2          | Apply the concepts of various counseling therapies                                                                                  |
| CO-3          | Explain the process of group and career counseling                                                                                  |
| CO-4          | Analyze the various forms of helping the needy client                                                                               |
| CO-5          | Relate the strategies of counseling to children and adults with special needs and their parents and siblings and significant others |

**UNIT 1 : BASICS OF COUNSELLING AND INTERPERSONAL  
RELATIONSHIP  
(15 Hrs)**

- 1.1 Definition, goals, clients and counselor quality - Transference and Counter transference.
- 1.2 Counseling process
- 1.3 Rapport Building, Listening techniques
- 1.4 Empathic responding, probing, Confrontation Summarizing, Challenging Skills & Terminating skills.

***Extra reading/Key words: 20-20 consensus Definition of counseling***



**UNIT 2 : COUNSELLING THERAPIES (15 Hrs)**

- 3.1 Psycho-analytic Therapy Solution-focused counseling and Behavior Therapy
- 3.2 Transactional Analysis, Existential therapy and Adlerian therapy
- 3.3 Person-Centered Therapy and Rational-emotive Therapy
- 3.4 Reality therapy and Gestalt therapy

*Extra Reading/ Key words: Abreaction therapy, Psychotherapy, Art therapy*

**UNIT 3: GROUP & CAREER COUNSELING (10 Hrs)**

- 2.1 Definition of group Types of groups – Psycho educational groups, Counseling groups, Psychotherapy groups and Task/Work groups
- 2.2 The process of group counseling,
- 2.3 Issues in groups, Benefits and drawbacks of groups.
- 2.4 Definition of career counseling, the importance & scope of Career Counseling and career information

**UNIT 4 : THE NEEDY CLIENT AND FORMS OF HELPING (10 Hrs)**

- 4.1 Helping the individual
- 4.2 Helping with social skills
- 4.3 Helping with thinking and feeling
- 4.4 Helping in groups and through networks

*Extra Reading/ Key words: Interpersonal counseling, mentoring*

**UNIT 5 : COUNSELLING FOR PERSONS WITH DISABILITY (10 Hrs)**

- 5.1 Handicapped child in the family
- 5.2 Counseling significant people in the lives of the handicapped
- 5.3 Personal and Social adjustment training for the handicapped
- 5.4 Vocational counseling

*Extra Reading/ Key words: Counseling psychology, Disability Management*

*Note: Texts given in the extra reading/key words must be tested only through Assignment and Seminars.*

**Course Outcomes:**

**The learner will be able to**

| CO No. | Course Outcomes                                                                                                                                            | PSOs Addressed | Cognitive Level |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------|
| CO-1   | Explain the goal, role, characteristics of counseling and a counselor and the feature, stages of relationship and ways of improving relationship quotient. | PSO 1          | R, U            |
| CO-2   | Enumerate the various therapies used in the process of counselling children and persons with special needs.                                                | PSO 2          | R               |
| CO-3   | Describe the The process of group Counselling, Issues in groups, Benefits and drawbacks of groups and career                                               | PSO 3          | U               |

|      |                                                                                                                                                                                                                                                        |       |      |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------|
|      | counseling and career information                                                                                                                                                                                                                      |       |      |
| CO-4 | Describe the techniques of helping individual, helping with social skills, helping with thinking and feeling and helping in groups through networks.                                                                                                   | PSO 4 | U,A  |
| CO-5 | Explain the impact of having a child with disability in a family and counseling significant people , the need for personal and social adjustment training and the concept of Vocational Counselling for persons with disabilities. (skill development) | PSO 5 | A.An |

**PRACTICUM:**

**(10 Hrs)**

1. Arrange talks by eminent counsellors.
2. Case Presentations and analyses.
3. Observe and assist in counselling sessions.
4. Organise counselling sessions for different categories of disabled persons.
5. Conduct a workshop on Communication skills.

**REFERENCES :**

**BOOKS:**

1. Samuel T. Gladding. (2009). Counselling – A Comprehensive Profession. Sixth Edition, Pearson Education.
2. Murgatroyd Stephen, (1988). Counselling and Helping, London; British Psychological Society and Methuen
3. Kennedy Eugene, (1977). On becoming a Counsellor, U.S.A.; Gill and Mac Millan.
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6. Weight, N.G., (1980). Total Rehabilitation, U.S.A.; Little Brown Company.

7. Fr. Joe Currie, S.J., (1993). In the Path of the Barefoot Counsellor, 18 Steps Toward Becoming Effective Helping Persons. Bangalore; TC Publications.
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**JOURNALS:**

Journal of Counselling and Development

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**HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI – 620 002**  
**PG DEPARTMENT OF COMPUTER SCIENCE**  
**First Year – Semester I**  
**OFFICE AUTOMATION FOR SOCIAL SCIENCES**

|                     |                                                                                                |
|---------------------|------------------------------------------------------------------------------------------------|
| <b>Course Title</b> | <b>MAJOR SKILL BASED COURSE - 2<br/>OFFICE AUTOMATION FOR SOCIAL SCIENCES -<br/>Practicals</b> |
| <b>Total Hours</b>  | <b>30</b>                                                                                      |
| <b>Hours/Week</b>   | <b>2</b>                                                                                       |
| <b>Code</b>         | <b>U20CA2SBP01</b>                                                                             |
| <b>Course Type</b>  | <b>Practical</b>                                                                               |
| <b>Credits</b>      | <b>1</b>                                                                                       |
| <b>Marks</b>        | <b>100</b>                                                                                     |

**General Objective:**

To impart practical skills and knowledge on various application software used for office automation like Ms-Word, Ms-Excel and Ms-Powerpoint for creating documents, data analysis, graphical representations and preparing presentations.

**Course Objectives:**

| <b>CO No.</b> | <b>Course Objectives</b>                                                                                                       |
|---------------|--------------------------------------------------------------------------------------------------------------------------------|
| CO-1          | Understand to create a document, formatting the text, spell check and printing the document                                    |
| CO-2          | Creating a main and provide mass distribution of mails using Mail Merge and using tables to present textual and numerical data |
| CO-3          | Apply Formatting to Spreadsheet for organizing the data                                                                        |
| CO-4          | Apply formulas in Spreadsheet and to analyze the data visually through graphical representations                               |
| CO-5          | Apply text, graphics and multi-media effects to create professional presentations.                                             |

**LIST OF PRACTICAL EXERCISES**

**MS-WORD:**

**1. Create and save a document and perform the following:**

- a. Insert an Image and a textbox
- b. Deletion of Character, Word, line and block of text
- c. Undo and redo process
- d. Moving, Copying and renaming

**2. Format the Text document using:**

- a. Character formatting
- b. Paragraph formatting
- c. Page formatting

**3. Spell check the document using:**

- a. Finding and Replacing of text
- b. Bookmarks and Searching for a Bookmarks
- c. Checking Spelling and Grammar automatically
- d. Checking Spelling and Grammar using Dictionary

**4. Print the document using:**

- a. Print Preview
- b. Print Dialog box

#### **5. Mail Merge in MS-WORD**

- a. Create main document and data file for mail merging
- b. Merging the files
- c. From letters using mail merging
- d. Mailing labels using mail merging

#### **6. Table creation in MS-WORD**

- a. Create a table in the document
- b. Add row, column to a table
- c. Changing column width and row height.
- d. Merge, split cells of table.
- e. Use formulae in tables.
- f. sorting data in a table.
- g. formatting a table.

#### **MS-EXCEL:**

1. Create and save a new work book in Excel
  - a. Entering Data into Worksheet
  - b. Editing data of Worksheet
  - c. Formatting the text in the cells
  - d. Formatting the numbers in the cells
  - f. Formatting cells.
  - g. Copying format of cell along with data format.
  - h. Changing the height and width of cells.
  - i. Freezing Titles, splitting screen
2. Create a Student Worksheet with Reg. No., Name, Mark1, Mark2, Mark3, Mark4, Total, Average, Result and Class to perform the following:
  - a. Inserting built-in function Total & Average in to the cells
  - b. Copying the formula over a range of cells.
  - c. Enter formulae for calculation of Result and Class in the cells.
3. Create an Employee Worksheet with Empno, Name, Department, Designation, Basic Pay, HRA, DA, CCA, Allowances, PF, Housing Loan, Deductions, Gross Pay, Net Pay
  - a. Use the formulas for calculating the Allowances, Deductions, Gross Pay, Net Pay
  - b. Create graphs for the data using Chart Wizard.
  - c. Format graphs in Excel.
  - d. Printing of worksheet
3. Create a Sales Data Worksheet and perform the following:
  - a. Use Filters for displaying a particular information
  - b. Use Pivot Tables
  - c. Use Sorting
  - d. Data Validation

#### **MS-POWERPOINT:**

1. Create and save a new presentation using MS Power Point
  - layout of opening screen in Power Point

- the tool bars in MS Power Point
- Choose Auto Layout for a new slide.
- Insert text and pictures into a blank slide.
- Insert new slides into the presentation.
- Apply slide transition effects.
- Slide show.
- Set animation to text and pictures in a slide
- Set the sounds, order and timing for animation

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620 002**  
**SCHOOL OF REHABILITATION AND BEHAVIOURAL SCIENCES**  
**PG & RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**II B.R.Sc: SEMESTER –II**  
**(For Candidates Admitted from 2020 onwards)**

|                     |                                                                                   |
|---------------------|-----------------------------------------------------------------------------------|
| <b>Course Title</b> | <b>INDUSTRIAL RELATIONS-EMPLOYABILITY AND ENTREPRENEURIAL SKILLS (Practicals)</b> |
| <b>Total Hours</b>  | <b>15</b>                                                                         |
| <b>Hours/Week</b>   | <b>1</b>                                                                          |
| <b>Code</b>         | <b>U20RS2IRP01</b>                                                                |
| <b>Course Type</b>  | <b>PRACTICAL</b>                                                                  |
| <b>Credits</b>      | <b>1</b>                                                                          |
| <b>Marks</b>        | <b>100</b>                                                                        |

**General Objective:** To enable the students understand the concept of employability and entrepreneurial skills

**Course Objectives:**

**The student will be able to**

|      |                                                                                                                                                      |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| CO 1 | To drive quantity, quality and reach of training provision and outcomes                                                                              |
| CO 2 | To provide horizontal and vertical pathways to academic qualifications and the job market.                                                           |
| CO 3 | To provide demand driven, outcome focused training aimed at achieving high placement rates.                                                          |
| CO 4 | To change people's perceptions about vocational training and make skill development aspirational with opportunities for long-term career progression |

**UNIT -1 Personal Strengths & Value Systems**

**6 hrs**

- ❖ Health, Habits, Hygiene
- ❖ Persons and Workplace safety
- ❖ Self Analysis
- ❖ Honesty & Work Ethics
- ❖ Creativity & Innovation
- ❖ Time Management
- ❖ Anger Management
- ❖ Stress Management

**Extra reading/ keywords: SWOT, Long & Short term goals, self -exploration**

**UNIT -11 Money Management**

**6 hrs**

- ❖ Personal Finance
  - ❖ Types of Bank Accounts, Opening a Bank Account
  - ❖ Investment, Insurance and Taxes: Investment
  - ❖ Online Banking, NEFT, RTGS

**Extra reading/ keywords: e-commerce, financial literacy**

**Unit -111 Preparing for Employment & Self Employment**

**6 hrs**

- ❖ Effective Resume preparation
- ❖ Interview Skills
- ❖ Interview FAQs
- ❖ Work Readiness – Terms & Terminologies

**Extra reading/ keywords: personal traits, personal values, body language**

#### **Unit -IV Understanding Entrepreneurship**

**6 hrs**

- ❖ Characteristic of an Entrepreneur, types of firms / types of enterprises
- ❖ Leadership & Teamwork
- ❖ Communication Skills
- ❖ Problem Solving & Negotiation Skills
- ❖ Business Opportunities Identification
- ❖ Entrepreneurship Support Eco - System
- ❖ Risk Appetite & Resilience
- ❖ Success & Failures

**Extra reading/ keywords: economic development, adaptability skills,**

#### **Unit –V Preparing to be an Entrepreneur**

**6 hrs**

- ❖ Market Study / The 4 Ps of Marketing / Importance of an IDEA
- ❖ Business Entity Concepts
- ❖ Customer Relation Management & Networking
- ❖ Business Plan
- ❖ Procedure and Formalities for Bank Finance
- ❖ Enterprise Management - An Overview

**Extra reading/ keywords: leadership, life skills, marketing strategies**

#### **PRACTICUM**

- ❖ Workshop/lectures on time, anger, stress management
- ❖ Visit to various Entrepreneurial ventures
- ❖ Visit to banks, auditor office, insurance office etc
- ❖ Competitions on “THINK TANK”

#### **Course Outcome:**

1. Explain the personal strengths and value systems
2. Apply the money management in different situations
3. Analyse the need for employment and self employment
4. Explain the Entrepreneurship and its skills
5. Summarize themselves to be an effective entrepreneur

#### **REFERENCES:**

1. National Skill Development Corporation



2. Ministry of Skill development and Entrepreneurship-National Skill Development Mission-A framework for implementation.
3. Anderseck, Klaus. 2004. Institutional and Academic Entrepreneurship: Implications for University Governance and Management.
4. Moreland, N. 2004. Entrepreneurship and Higher Education: An Employability Perspective.
5. [https://www.nsdcindia.org/sites/default/files/Model-urriculum\\_Entrepreneurship.pdf](https://www.nsdcindia.org/sites/default/files/Model-urriculum_Entrepreneurship.pdf)
6. [ncert.nic.in/textbook/pdf/iees1ps.pdf](http://ncert.nic.in/textbook/pdf/iees1ps.pdf)

## SECOND YEAR - SEMESTER – IV

|                     |                                                                                        |
|---------------------|----------------------------------------------------------------------------------------|
| <b>Course Title</b> | <b>Major Core 6:<br/>CURRICULAR STRATEGIES FOR PERSONS WITH MENTAL<br/>RETARDATION</b> |
| <b>Total Hours</b>  | <b>75</b>                                                                              |
| <b>Hours/Week</b>   | <b>5 Hrs Wk</b>                                                                        |
| <b>Code</b>         | <b>U15RS2MCT06</b>                                                                     |
| <b>Course Type</b>  | <b>Theory</b>                                                                          |
| <b>Credits</b>      | <b>5</b>                                                                               |
| <b>Marks</b>        | <b>100</b>                                                                             |

### General Objectives:

To provide an overview on the basics of Curricular development and enable students understand, select and apply suitable teaching strategies and techniques in teaching curricular and co-curricular activities for the mentally retarded.

### Course Objectives:

**The learner will be able to**

| <b>CO No.</b> | <b>Course Objectives</b>                                                                                            |
|---------------|---------------------------------------------------------------------------------------------------------------------|
| CO-1          | Remember and understand the concept, approaches and principles in curriculum and the need for IEP and task analysis |
| CO-2          | Understand and apply the varied domains in curriculum for primary and secondary level learners.                     |
| CO-3          | Understand and apply the varied domains in curriculum for adult learners at prevocational and vocational level.     |
| CO-4          | Apply and analyze the principles and approaches in teaching learners with special needs                             |
| CO-5          | Understand and apply the varied co-curricular activities for the mentally retarded.                                 |

### UNIT 1 : INTRODUCTION TO CURRICULUM DEVELOPMENT FOR STUDENTS WITH MENTAL RETARDATION. ( 13 HOURS)

- 1.1 Definition and Principles of curriculum development
- 1.2 Approaches to curriculum and instruction for students with mental retardation
- 1.3 Individualized Educational Programme
- 1.4 Task analysis and acquisition, maintenance, generalization

**Extra reading/ keywords: curriculum, instruction, pedagogy, chaining,**

**UNIT 2: CURRICULUM FOR PRIMARY AND SECONDARY LEVEL ( 10 HOURS)**

- 2.1 Personal skills
- 2.2 Language and communication skills
- 2.3 Social skills
- 2.4 Occupational skills

**Extra reading/ keywords:** *DLS, Shaping, cueing, prompting, fading, pre vocational skills.*

**UNIT 3: CURRICULUM FOR VOCATIONAL LEVEL PERSONS AND FOR PERSONS WITH SEVERE AND PROFOUND MENTAL RETARDATION ( 10HOURS)**

- 3.1 Personal skills
- 3.2 Language and communication skills
- 3.3 Social skills
- 3.4 Occupational skills

**Extra reading/ keywords:** *ADL, SHS, Receptive language, deficit behaviour, vocational guidance.*

**UNIT 4 : TEACHING PRINCIPLES AND APPROACHES ( 10 HOURS)**

- 4.1 Teaching principles – Practice, motivation, reinforcement and feed back
- 4.2 Methods of teaching
- 4.3 Teaching approaches – project, play way, Montessori and Multi-sensory
- 4.4 Child centered learning

**Extra reading/ keywords:** *motivation, reinforcement, modeling, imitation, activity based learning,*

**UNIT 5 : CO-CURRICULAR ACTIVITIES AND CLASSROOM MANAGEMENT ( 12 HOURS)**

- 5.1 Relevance and importance
- 5.2 Visual Arts (art and craft), performing arts (dance, music, drama, etc.) and importance and guidance for selection
- 5.3 Classroom management
- 5.4 Teaching learning materials and functional aids and evaluation of learning outcomes

**Extra reading/ keywords:** *art, craft, special Olympics, Paralympics. Study carrel, TLM*

**Course Outcomes:****The learner will be able to**

| CO No. | Course Outcomes                                                                                                       | PSOs Addressed | Cognitive Level |
|--------|-----------------------------------------------------------------------------------------------------------------------|----------------|-----------------|
| CO-1   | stand and explain concept, approaches and principles in curriculum and the need for IEP and task analysis.            | PSO 1          | R, U            |
| CO-2   | be , relate and apply the varied domains in curriculum for primary and secondary level learners.                      | PSO 2          | R               |
| CO-3   | Describe , relate and apply the varied domains in curriculum for adult learners at prevocational and vocational level | PSO 3          | U               |
| CO-4   | be and discuss the principles and approaches in teaching learners with special needs.                                 | PSO 4          | R               |
| CO-5   | stand explain and apply the varied co-curricular activities for the mentally retarded. (employability)                | PSO 5          | R,U             |

**PRACTICUM: ( 20 HOURS)**

1. Trainee shall observe a demonstration lesson by the special educator of the school.
2. Collect background information through educational assessment.
3. Select primary goals and specific objectives.
4. Develop 10 curricular and co-curricular lessons taking into account the varying current levels of the class.
5. Implement Lesson Plan with appropriate TLM.

**TEXT BOOKS**

1. Kundu, C.L., (2003) Status of Disability in India, New Delhi : Rehabilitation Council of India.
2. B.Ed MANUAL, Curriculum for learners with special needs, TNOU .

**EXTRA READING**

- Narayan, J (Ed.) (1999) School Readiness for Children with Special Needs, Secunderabad, NIMH.
- Panda, K.C. (1999). Education of Exceptional Children, New Delhi: Vikas Publications.
- Myreddi, V, Narayan, J (1998) Functional Academics for Students with Mental Retardation – A Guide for teachers. Secunderabad, NIMH.
- Thomas, C.C. (1976) – The Teaching Research Curriculum for Moderately and Severely Handicapped Self-Help and Cognitive, Springfield, U.S.A. : Charles C. Thomas Publishers.

## **JOURNALS**

- 1. Journal Of Curriculum And Pedagogy**
- 2. Journal Of Curriculum And Instruction**
- 3. American Journal Of Mental Retardation.**

|                     |                                       |
|---------------------|---------------------------------------|
| <b>Course Title</b> | <b>MAJOR ELECTIVE – 1 COUNSELLING</b> |
| <b>Total Hours</b>  | <b>75</b>                             |
| <b>Hours/Week</b>   | <b>5</b>                              |
| <b>Code</b>         | <b>U15RS4MET01</b>                    |
| <b>Course Type</b>  | <b>Theory</b>                         |
| <b>Credits</b>      | <b>5</b>                              |
| <b>Marks</b>        | <b>100</b>                            |

**GENERAL OBJECTIVE :**

To understand and develop counselling skills and apply them in real life situations in personal and professional life

**Course Objectives:**

**The learner will be able to**

| <b>CO No.</b> | <b>Course Objectives</b>                                                                                                            |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------|
| CO-1          | Understand the goal, role and characteristics of counselors.                                                                        |
| CO-2          | Explain the elements , models, patterns and styles of communication                                                                 |
| CO-3          | Apply the concepts of various counseling therapies                                                                                  |
| CO-4          | Analyse the various forms of helping the needy client                                                                               |
| CO-5          | Relate the strategies of counseling to children and adults with special needs and their parents and siblings and significant others |

**UNIT 1 : BASICS OF COUNSELLING AND INTERPERSONAL RELATIONSHIP**

**(15 Hrs)**

- 1.1 Definition, goals, role and characteristics of counsellor
- 1.2 Features of a helping relationship and professional burn out
- 1.3 Stages of relationship
- 1.4 Expressing feelings and improve relationship quotient, handling criticisms and rejection

*Extra reading/Key words: 20-20 consensus Definition of counseling*

**UNIT 2 : HUMAN COMMUNICATION**

**(10 Hrs)**

- 2.1 Elements of Communication
- 2.2 Models of Communication
- 2.3 Patterns of Communication
- 2.4 Communication Styles and Effective Communication Skills

*Extra Reading/ Key words: social/ constructionist view of communication  
Intercultural communication*

**UNIT 3 : COUNSELLING THERAPIES (20 Hrs)**

- 3.1 Psycho-analytic Therapy and Behaviour Therapy
- 3.2 Transactional Analysis, Existential therapy and Adlerian therapy
- 3.3 Person-Centered Therapy and Rational-emotive Therapy
- 3.4 Reality therapy and Gestalt therapy

*Extra Reading/ Key words: Abreaction therapy, Psychotherapy ,Art therapy*

**UNIT 4 : THE NEEDY CLIENT AND FORMS OF HELPING (10 Hrs)**

- 4.1 Helping the individual
- 4.2 Helping with social skills
- 4.3 Helping with thinking and feeling
- 4.4 Helping in groups and through networks

*Extra Reading/ Key words: Interpersonal counseling , mentoring*

**UNIT 5 : COUNSELLING FOR PERSONS WITH DISABILITY (10 Hrs)**

- 5.1 Handicapped child in the family
- 5.2 Counselling significant people in the lives of the handicapped
- 5.3 Personal and Social adjustment training for the handicapped
- 5.4 Vocational counselling

*Extra Reading/ Key words: Counselling psychology, Disability Management*

*Note: Texts given in the extra reading/key words must be tested only through Assignment and Seminars.*

**Course Outcomes:**

**The learner will be able to**

| CO No. | Course Outcomes                                                                                                                                          | PSOs Addressed | Cognitive Level |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------|
| CO-1   | Explain the goal,role, characteristics of counseling and a counselor and the feature,stages of relationship and ways of improving relationship quotient. | PSO 1          | R, U            |
| CO-2   | Describe the elements, models patterns and styles of Communication.                                                                                      | PSO 2          | R               |
| CO-3   | Enumerate the various therapies used in the process of counselling children and persons with special needs.                                              | PSO 3          | U               |

|      |                                                                                                                                                                                                                                                        |       |      |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------|
| CO-4 | Describe the techniques of helping individual, helping with social skills, helping with thinking and feeling and helping in groups through networks.                                                                                                   | PSO 4 | U,A  |
| CO-5 | Explain the impact of having a child with disability in a family and counseling significant people , the need for personal and social adjustment training and the concept of Vocational Counselling for persons with disabilities. (skill development) | PSO 5 | A.An |

**PRACTICUM:  
Hrs)**

**(10**

1. Arrange talks by eminent counsellors.
2. Case Presentations and analyses.
3. Observe and assist in counselling sessions.
4. Organise counselling sessions for different categories of disabled persons.
5. Conduct a workshop on Communication skills.

**REFERENCES :**

1. Murgatroyd Stephen, (1988). Counselling and Helping, London; British Psychological Society and Methuen.
2. Kennedy Eugene, (1977). On becoming a Counsellor, U.S.A.; Gill and Mac Millan.
3. Gerald Corey, (1991). Theory and Practise of Counselling and Psychotherapy, Brook/Cole Pub. Co.
4. Kochhar,S.K., (1990). Guidance and Counselling in Colleges and Universities, New Delhi; Sterling.
5. Weight, N.G., (1980). Total Rehabilitation, U.S.A.; Little Brown Company.
6. Fr. Joe Currie, S.J., (1993). In the Path of the Barefoot Counsellor, 18 Steps Toward Becoming Effective Helping Persons. Bangalore; TC Publications.
7. John Antony .D, (1994). Dynamics of Counselling, Nagercoil; Microskills Model Anugraha Publications.
8. Ray Woolfle and Windy Dryden, (1996). Counselling Psychology, New Delhi; Sage Publications.

**JOURNALS:**

1. Journal of Counselling and Development

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|                     |                                         |
|---------------------|-----------------------------------------|
| <b>Course Title</b> | <b>ALLIED – 5 (OPTIONAL) PSYCHOLOGY</b> |
|---------------------|-----------------------------------------|



|                    |                    |
|--------------------|--------------------|
| <b>Total Hours</b> | <b>60</b>          |
| <b>Hours/Week</b>  | <b>4 Hrs/Wk</b>    |
| <b>Code</b>        | <b>U15RS4AOT05</b> |
| <b>Course Type</b> | <b>Theory</b>      |
| <b>Credits</b>     | <b>4</b>           |
| <b>Marks</b>       | <b>100</b>         |

**General Objectives:**

To understand the basic concepts of psychology and apply them in life.

**Course Objectives:**

The learner will be able to

| <b>CO No.</b> | <b>Course Objectives</b>                                                                                      |
|---------------|---------------------------------------------------------------------------------------------------------------|
| CO-1          | Understand the concepts of psychology, theories of learning and intelligence                                  |
| CO-2          | Remember the various concepts in memory forgetting and motivation                                             |
| CO-3          | Analyze the characteristics of creative persons and develop creative thinking and problem solving techniques. |
| CO-4          | Analyze and evaluate the skill needed to develop self-concept and maintain better inter- personal relations   |
| CO-5          | Understand the concepts of consciousness, sleep and dreams and parapsychology                                 |

**UNIT: I      BASICS OF PSYCHOLOGY**

**(10 Hrs)**

1. Meaning and History
2. Sensory Perception
3. Attention and Perceptual Processes
4. Self & Personality

*Extra reading/ keywords: Psychology applied in different fields, Biographies of successful people*

**UNIT: II      LEARNING AND MEMORY, MOTIVATION AND EMOTIONS (15 Hrs)**

- 2.1 Paradigms of Learning and Learning Style
- 2.2 Nature and Types of Memory and Forgetting
- 2.3 Motivation and Types of Motives
- 2.4 Basis of Emotions

*Extra reading/ keywords: Multiple Intelligence, Mnemonic techniques, Emotional Quotient*

### **UNIT: III THINKING AND INTELLIGENCE**

**(10 Hrs)**

- 3.1 Thinking and Reasoning
- 3.2 Creativity
- 3.3 Domains of Psychological Attributes
- 3.4 Intelligence
- 3.5 Individual differences in Intelligence

*Extra reading/ keywords: Lateral thinking, Innovative problem solving techniques, Artificial Intelligence, social intelligence*

### **UNIT: IV PSYCHOLOGICAL DISORDERS AND STRESS**

**(15 Hrs)**

- 4.1 Major Psychological Disorders
- 4.2 Effects of Stress and Coping
- 4.3 Substance Use Disorders
- 4.4 Types and Sources of Stress

*Extra reading/ keywords: Disengagement coping, Relaxation Techniques*

### **UNIT: V STATES OF CONSCIOUSNESS**

**(10 Hrs)**

- 5.1 Freud's Mind
- 5.2 Sleeping and Dreaming
- 5.3 Hypnosis and Meditation
- 5.4 Para Psychology/ Psi abilities

*Extra reading/ keywords: Psychic Powers, Near Death Experiences*

*Note: Texts given in the extra reading/key words must be tested only through Assignment and Seminars.*

#### **Course Outcomes:**

| <b>CO No.</b> | <b>Course Outcomes</b>                                                                                            | <b>PSOs Addressed</b> | <b>Cognitive Level</b> |
|---------------|-------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------|
| CO-1          | Explain the concepts of psychology,                                                                               | PSO 1                 | R, U                   |
| CO-2          | Explain theories of learning and intelligence                                                                     | PSO 2                 | R                      |
| CO-3          | Discuss the various concepts in memory forgetting                                                                 | PSO 2                 | U                      |
| CO-4          | Examine the importance of motivation in real life.                                                                | PSO 3                 | R                      |
| CO-5          | Explain the characteristics of creative persons and develop creative thinking and problem solving techniques.     | PSO 4                 | An                     |
| CO-6          | List, explain and summarize the skill needed to develop self-concept and maintain better inter-personal relations | PSO 4                 | U                      |
| CO-7          | Explain and summarize the concepts of consciousness, sleep and dreams. (skill development)                        | PSO 5                 | R, An                  |

### **PRACTICUM:**

1. Various tests and exercises are conducted to understand
  - learning theories
  - level of motivation
  - emotional quotient
  - memory
2. Workshop on How to Develop Creativity and Thinking.
3. Workshop on Developing Self-concept and Esteem.
4. Solve simple problem situations and help solving personal problems.

### **REFERENCES:**

1. Roger Van Oech, (1993). A Whack On the side of the head, Noida, India; Gospons papers Pvt. Ltd.
2. Clifford Morgan, Richard A King et.al. (1993). Introduction to Psychology. New York; Mc Graw Hill Inc.
3. Darley, Glucksherk, Kincha, (1991), Psychology, Prentice Hall Inc. A vision of Simen & Schuster,
4. Carlson, (1990). Psychology - The Science of Behaviour, U.S.A.; Allyn and Bacon, Inc.
5. Gordon H. Bower, Richard R. Bootzin and Robert B. Zajonc, (1987). Principles of Psychology, U.S.A.; Random House: Inc.
6. Huffinon & William, (1987). Psychology in Action, Singapore; John Wiley & Sons, Inc.
7. John A.Glover, Roger H.Burning, (1987). Educational Psychology, Principles and Applications, U.S.A.; Little Brown & Co. & Limited.
8. Arno .F. Witting and Gurney Williams, (1987). Introduction to Psychology. New York; Mc Graw Hill Inc.
9. Stephen Worchel, Wayne Sheilske, (1986). Psychology Principles and Applications, U.S.A.; Prentice Hall : A division of Simon & Schcester Inc.
10. Vergenia Nichols Quinn, (1985). Applying Psychology, Singapore; Mc Graw - Hill.
11. Gage / Berliner, (1984). Educational Psychology, U.S.A.; Houghton Mifflin Company.
12. David .W. Johnson and Frank .P. Johnson, (1982), Joining together, New Jersey; Prentice Hall and U.S.A.; Prentice Hall Inc.

13. Frank J. Bruno (1980), (1984). *Behavior and Life*, Singapore; John Wiley & Sons, Inc.

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**HOLY CROSS COLLEGE (AUTONOMOUS)**  
**TIRUCHIRAPALLI - 2**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION**  
**SCIENCE**  
**II YEAR B.R.Sc. : SEMESTER - IV**  
**(From 2015 onwards)**  
**ALLIED - 6 (OPTIONAL)**  
**EXCEPTIONAL CHILDREN**

**TOTAL HOURS: 60**

**CODE:**

**U15RS4AOT06**

**HOURS: 4 Hrs/Wk**

**MARKS: 100**

**CREDITS: 4**

**GENERAL OBJECTIVE :**

To understand the concept of Exceptional children, causes, its types, characteristics, and intervention measures.

**COURSE OBJECTIVES : The student will be able to:**

1. Understand the concept of exceptional children with reference to individual, family, social aspects and legal provisions.
2. Remember the concept, identification, causes and educational intervention for Gifted Children.
3. Understand the concept, identification, causes and educational intervention for Emotionally Disturbed children.
4. Remember the concept, identification, causes and intervention for Socially Disadvantaged children.
5. Understand the concept, identification, causes and educational intervention for children with HI, VI, MR and low vision.

**UNIT 1 : Introduction to Exceptional children**  
**(10 Hrs)**

- 1.1 Concept of Exceptional Children
- 1.2 Individual difference
- 1.3 Families with Exceptional Children
- 1.4 Special provisions by the central Government

**UNIT 2: Introduction to Gifted Children**  
**(10 Hrs)**

- 2.1 Concept/Definition of gifted child
- 2.2 Causes of giftedness
- 2.3 Characteristics of gifted children
- 2.4 Education of gifted children

**UNIT 3: Emotionally Disturbed Children**  
**(10 Hrs)**

- 3.1 Introduction to Emotionally Disturbed Children
- 3.2 Causes of emotional disturbance
- 3.3 Characteristics of Disturbed Children
- 3.4 Education of Disturbed Children

**UNIIT 4:Socially Disadvantaged Children**  
**(10 Hrs)**

- 4.1 Introduction to socially disadvantaged children
- 4.2 Classification of disadvantaged children
- 4.3 Education of disadvantaged children
- 4.4 Causes, characteristics and remedial measures for juvenile development

**UNIT 5 : Concept, Causes, Classification and characteristics and education of special children**  
**(10 Hrs)**

- 5.1 Definition of blindness and low vision
- 5.2 Concept, causes, classification, characteristics of H.I
- 5.3 Concept, causes, classification, characteristics of M.R
- 5.4 Concept, causes, classification, characteristics of L.D

**PRACTICUM:**

**(10 Hrs)**

1. Case Study of a Juvenile delinquent.
2. Case Study of a Sensory impaired child.
3. Case Study of a mentally retarded child.
4. Case Study of a Locomotor disabled child.

**REFERENCES:**

1. Advani, L. & Chadha, A.(2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Private Ltd.
2. Agarwal, K. (2002). A Handbook for Parents of Children with Disabilities. New Delhi, Planning Commission Government of India.
3. Bhargava. M., Exceptional Children Their Education and Rehabilitation, (2003), Agra, H. P. Bhargava Book House., Sterling Publishers Private Limited.
4. Hardman. M .L., Drew. C. J., Egan. M. W., Human Exceptionality, Society, School and Family, (1999), Boston, Allyn and Bacon.
5. Heward, W. L., and Orlansky, M. D., Exceptional Children (1992) , New York, Macmillan Publishing Company.

6. Kar. C., Exceptional Children Their Psychology and Education, (1992),  
New Delhi, Sterling Publishers Private Limited.
7. Kundu, C.L., (2003) Status of Disability in India, New Delhi : Rehabilitation Council of India.
8. Sahu. B. K., Education of the Exceptional Children (1993),  
New Delhi, Kalyani Publishers.
- Swarup, S. (2001) Booklet on Concept, Classification and Characteristics of Disabilities, B.Ed.(SE-DE) Programme,  
Bhopal : Madhya Pradesh Bhoj (Open) University.
10. Turnbull. A., Turnbull. R., Shank , M., Leal, D., (1999)  
Exceptional Lives  
Special Education in Today's Schools, Ohio, Prentice Hall.

#### **WEBSITES:**

1. <http://www.nswagtc.org.au/info/identification/characteristics.html>
- <http://www.geocities.com/Athens/Delphi/2746/rwclub/gifted.html>
3. <http://www.nichcy.org/pubs/factshe/fs5txt.htm>
4. <http://education.stateuniversity.com/pages/1952/Emotionally-Disturbed-Education.html>
5. <http://72.14.235.104/search?q=cache:qyGTpmhxrq0J:www.sagepub.com/upm->
6. [http://www.kcterc.org/LinkClick.aspx?link=Publications/Including/4Serious.pdf&tabid=88.](http://www.kcterc.org/LinkClick.aspx?link=Publications/Including/4Serious.pdf&tabid=88)
7. <http://cml.music.utexas.edu/DisabilitiesArchive/EmotionalDisturbance.htm>
8. <http://www.uwsp.edu/education/lwilson/LEARNING/3mides.htm>
9. [http://www.sagepub.com/upm-data/7271\\_zionts\\_ch\\_1.pdf.](http://www.sagepub.com/upm-data/7271_zionts_ch_1.pdf)

10. <http://www.nichcy.org/pubs/factshe/fs5.pdf>.
11. [http://www.ri.net/gifted\\_talented/character.html](http://www.ri.net/gifted_talented/character.html)
12. <http://borntoexplore.org/creative.htm>



### THIRD YEAR - SEMESTER – VI

|                     |                                            |
|---------------------|--------------------------------------------|
| <b>Course Title</b> | <b>Major Core 11 : VOCATIONAL PLANNING</b> |
| <b>Total Hours</b>  | <b>90</b>                                  |
| <b>Hours/Week</b>   | <b>6 Hrs Wk</b>                            |
| <b>Code</b>         | <b>U15RS6MCT11</b>                         |
| <b>Course Type</b>  | <b>THEORY</b>                              |
| <b>Credits</b>      | <b>5</b>                                   |
| <b>Marks</b>        | <b>100</b>                                 |

#### GENERAL OBJECTIVE:

To understand and apply theoretical knowledge and practical skills in vocational assessment, training and employment of persons with disabilities

#### Course Objectives:

The learner will be able to

| <b>CO No.</b> | <b>Course Objectives</b>                                                |
|---------------|-------------------------------------------------------------------------|
| CO-1          | Describe the vocational services and approaches in vocational planning. |
| CO-2          | Explain the assessment and work behaviour in vocational training.       |
| CO-3          | Discuss and distinguish the types of employment of PWDs.                |
| CO-4          | Elaborate the different methods of employment training.                 |
| CO-5          | Application of adult independent living skills in PWDs.                 |

#### UNIT 1 : Vocational Training, Employment

(14 hours)

1. Vocational Training and Employment
2. Vocational services
- 1.3 Traditional Approach and Functional approach
- 1.4 Community Approach and Ecological approach

*Extra reading / keywords: Right based approach*

#### UNIT 2 : Vocational Assessment and Training

(14 hours)

- 2.1 Assessment
- 2.2 Work Behaviour
- 2.3 Training
- 2.4 Evaluation and Follow up

*Extra reading / keywords: Trainee skills, Job Survey, Job Analysis and Job Training Sites*

**UNIT 3 : Types of Employment****(14 hours)**

1. Open and supported employment
2. Sheltered Employment
3. Group Employment
4. Self Employment

*Extra reading / keywords: Self- estimated work ability ,Challenges faced***UNIT 4 : Employment Training****(14 hours)**

1. Training for Open Employment
2. Training for Sheltered Employment
3. Training for self employment
4. Vocations

*Extra reading / keywords: Trade selection, sensitizing, transition plan***UNIT 5 : Adult Independent Living Skills****(14 hours)**

1. Basic Academics
2. Work place behaviour and employability
3. Sex education
4. Self advocacy

*Extra reading / keywords: Sexuality, Work schedule, money transaction***PRACTICUM : (20 marks)**

1. Identification of jobs through job survey.
2. Preparation of job analysis

**Course Outcomes:****The learner will be able to**

| CO No. | Course Outcomes                                                                              | PSOs Addressed | Cognitive Level |
|--------|----------------------------------------------------------------------------------------------|----------------|-----------------|
| CO-1   | Relate the vocational services for PWSN.                                                     | PSO 1          | U               |
| CO-2   | Discuss the vocational services for PWSN                                                     | PSO 2          | R               |
| CO-3   | Explain the assessment and work behaviour in vocational training.                            | PSO 3          | U               |
| CO-4   | Distinguish the types of employment of PWDs.                                                 | PSO 3          | U               |
| CO-5   | Classify the different methods of employment training.                                       | PSO 2          | U               |
| CO-6   | Discuss the vocations suitable for PWSN                                                      | PSO 2          | U               |
| CO-7   | Application of adult independent living skills in PWDs.                                      | PSO 2          | Ap              |
| CO-8   | Prepare a job analysis for an adult with special needs. (employability and entrepreneurship) | PSO 4          | Ap              |

## REFERENCES :

1. Thressiakutty, A.T. (2006). Principles of Vocational Training – Part 1 – DVTE (MR) Manual. Rehabilitation Council of India, New Delhi.
2. Thressiakutty, A.T. (2006). Principles of Vocational Training – Part 2 – DVTE (MR) Manual. Rehabilitation Council of India, New Delhi.
3. Thressiakutty, A.T. & Dr. Govinda Rao, L. (2003). Curriculum for Vocational Education. Series – 2, NIMH, Secunderabad.
4. Thressiakutty, A.T. & Dr. Govinda Rao, L. (2001). Transition of Persons with Mental Retardation from School to Work – A Guide, NIMH, Secunderabad.
5. Thressiakutty, A.T. & Dr. Govinda Rao, L. (2001). Curriculum for Vocational Education. NIMH, Secunderabad.
6. Werner David (1987). Disabled Village Children, U.s.A. : The Hesperian Foundation.
7. Bhatt Usha (1963). The Physically Handicapped in India. Bombay : Shivlaxmi Bhuvana.
8. Murickan, S.J. Jose (1995). Persons with Disabilities in Society. Kerala : Kerala Federation of the Blind.
9. George Nelson Wright, (1980). Total Rehabilitation (1<sup>st</sup> Edition), U.S.A. : Little Brown & Company.

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|---------------------|-----------------------------------------------------|
| <b>Course Title</b> | <b>Major Core -12 –CBR AND VOCATIONAL PLACEMENT</b> |
| <b>Total Hours</b>  | <b>90</b>                                           |
| <b>Hours/Week</b>   | <b>6 Hrs/ Wk</b>                                    |
| <b>Code</b>         | <b>U15RS6MCP12</b>                                  |
| <b>Course Type</b>  | <b>Theory</b>                                       |
| <b>Credits</b>      | <b>4</b>                                            |
| <b>Marks</b>        | <b>100</b>                                          |

**GENERAL OBJECTIVES:**

To demonstrate and make Students develop, Plan and apply various Vocational training programmes and assess vocational interest through job analysis and prepare the requirements of job for the differently abled.

**Course Objectives:**

**The learner will be able to**

| <b>CO No.</b> | <b>Course Objectives</b>                                                                                          |
|---------------|-------------------------------------------------------------------------------------------------------------------|
| CO-1          | Remember, Understand Individualized Vocational Training Programme.                                                |
| CO-2          | Apply and analyze Group Vocational Training Programme.                                                            |
| CO-3          | Critically Evaluate Job Sites prepare job analysis and learn selected trades in professional manner.              |
| CO-4          | Understand and apply the basic principles and skills to develop adaptive devices and teaching learning materials. |
| CO -5         | Organize and train the persons with mental retardation in any suitable trades                                     |

**UNIT 1: Individualized Vocational Training Programme  
(21 hours)**

1. Assessment of current level of functioning of adolescents/ adults with mental retardation - selecting appropriate assessment tool, collecting background information, a detailed case history .
2. Develop need based individualized independent living and vocational training programmes for adolescents and adults with mental retardation - implementation of the programme, use of appropriate teaching learning materials, adaptations in various settings.

**Procedure**

- Each trainee will be assigned 3 students with mental retardation above 15 years of age, functioning at mild, moderate and severe levels from different socio-economic background, residing in urban/rural/slum areas.

The Trainee will:

- Collect background information; prepare a detailed case history including family history, school history and other significant information from parents.
- Select appropriate assessment tools (given below) to find out the current level of functioning.
- Develop Individualized training programme for work readiness skills i.e. eye hand coordination, personal, social, functional academics, domestic and recreational areas. - Needed services such as speech therapy, behaviour modification and medical services, the trainee will seek the assistance of these professionals while working with the student.
- In severe or profound cases with other associated conditions, where vocational training may not be beneficial, adult independent living will be the goal with ,appropriate training and implementation.
- Identify suitable jobs for each student using NIMH vocational profile and Job analysis /Individualized vocational Curriculum.
- Develop suitable teaching materials/ adaptive devices and implement the program in an appropriate environment / work station.
- Conduct and record formative and summative evaluation.
- Prepare a final record of the 3 students for internal and external evaluation.

The list of assessment tools the trainee may use shall include:

- Prevocational level check lists one and two (FACP)
- Madras developmental programming system (MDPS)
- Generic skills assessment checklist –Vocational Assessment and programming system: NIMH-VAPS
- BASIC – MR – Published by NIMH.

**Extra reading/ keywords: prevocational, individualized vocational training, Vocational assessment programming system**

**UNIT 2 : Group Vocational Training Programme  
(21 hours)**

1. Identify adult living skills/ work readiness skills/ work skills appropriate to the level of students in a group and plan a programme by selecting aims and objectives, preparing TLMs and adaptations and convert into an instruction to impart skills in adolescents/ adults with mental retardation.
2. Evaluate the effect of instruction and modify the methods needed.

**Procedure**

The trainee is expected to develop and conduct group vocational training programmes under supervision.

- Prevocational / Vocational skills training
- Adult living skills / functional academics
- Recreational / leisure time activities

The student trainee will be provided groups of adolescent /adult persons with mental retardation at various intellectual levels. Based on the current level of functioning of the groups, the trainee is expected to prepare a programme for 45 minutes to one hour. After the approval of the guide, the programme will be implemented with the help of appropriate learning aids/ equipments with adaptation.

The guide/ Supervisor/ Observer evaluate the programmes and provide internal marks.

The group vocational training plans with TLMs and adaptations will be submitted for internal and external evaluation.

**Extra reading/ keywords: vocational skill trainings, adult living skills, functional Academics, recreational, leisure time activities**

### **UNIT 3: Job Survey, Job Analysis and Trades Training**

**(21 hours)**

1. Visit various job sites, contact employers, identify suitable jobs for persons with mental retardation at various functional levels and suggest job requirements for the identified jobs.
2. Learn a minimum of 6 trades in a professional manner so that the student trainee will be able to organize and train the persons with mental retardation in these trades.

#### **Procedure:**

The trainee is required to:

Visit a minimum of 3 job sites, list out the suitable jobs and prepare the requirements of the job.

Select a minimum of 6 trades, which can be performed by the mild/moderate/ severe persons with mental retardation in various settings such as:

- home based
- rural based- Agro-based, Cottage Industry
- urban based

(For example assembling jobs, screen printing, lamination, mushroom Culture, food items preparation, printing technology, paper technology and so on).

The trainee should prepare the job analysis and learn the selected trades in a professional manner, which will be evaluated by the internal and external examiners by asking to demonstrate the task.

**Extra reading/ keywords: Job survey, Job analysis, trade training, home based, urban**

**and rural based industry**

### **UNIT 4: Development of Adaptive devices and Teaching Learning Materials**

**(30 hours)**

1. Acquire the basic skills to use the simple tasks to prepare jigs and fixtures.
2. Convert this technical know – how to prepare adaptive devices and teaching learning materials for vocational and adult independent living skills training.

#### **Procedure:**

Each trainee is expected to:

1 Prepare 5 jigs and fixtures with drawing

2 Apply these principles and skills to develop a minimum of 5 adaptive devices and 10 teaching learning materials.

3 Prepare a brief report about the developed adaptive devices and TLMs ie: the title, purpose, the method of preparation, raw materials, cost of production and guide lines to use.

**Extra reading/ keywords: Adaptive devices, teaching learning materials, jigs and Fixtures**

**Note: Texts given in the extra reading/key words must be tested only through Assignment and Seminars.**

**Course Outcomes:**

**The learner will be able to**

| CO No. | Course Outcomes                                                                                                       | PSOs Addressed | Cognitive Level |
|--------|-----------------------------------------------------------------------------------------------------------------------|----------------|-----------------|
| CO-1   | Collect background information; prepare a detailed case history                                                       | PSO 1&PSO2     | R, U            |
| CO-2   | Develop Individualized Vocational Training Programme based on the case history.                                       | PSO3           | C               |
| CO-3   | Identify and plan Group Vocational Training Programme for prevocational, adult living skills and recreation skills    | PSO3           | AP              |
| CO-4   | Experiment with Job Sites, prepare job analysis at various functional levels.                                         | PSO 4          | C               |
| CO-5   | Prepare a final record of the 3 students for internal and external evaluation.                                        | PSO 5          | AN              |
| CO-6   | Develop adaptive devices and teaching learning materials for vocational and adult independent living skills training. | PSO 5          | C               |
| CO-7   | Conduct and record formative and summative evaluation                                                                 | PSO 5          | AP              |
| CO-8   | Organize and train the persons with mental retardation in any suitable trades (employability and entrepreneurship)    | PSO 5          | C               |

**REFERENCES :**

1. Department of Special Education (1994). Functional Assessment Check list for Programming, NIMH, Secunderabad.

2. Jayachandran and Vimala,V (1983). Madras Developmental Programming System,Vijay Human Services,Chennai.
3. Peshawaria, R &Venkadesan, S (1992). Behavioural Assessment Scales for Indian Children with mental Retardation,NIMH, Secunderabad.
4. Thressiakutty, A.T. (1998) Vocational Assessment & Programmig System. NIMH,Secunderabad.
5. Thressiakutty, A.T. Rao,G.L. (2001)Transition of persons with mental retardation from School to work: A Guide, NIMH, Secunderabad.
6. Thressiakutty, A. T. Rao, G.L. (2001, 2002, 2003). Curriculum for vocational Education, Transition of persons with mental retardation from School to work, NIMH, Secunderabad.
7. Thressiakutty, A.T (1998) Open employment Opportunities For Persons with mental retardation in the Departments of Railways and post and Telecommunication.
8. Myreddy,V, & Narayan,J.(1998)Functional Academics, NIMH, Secunderabad.
9. Work related Assessment Tools
  - i) NIMH - VAPS
  - ii) NIMHANS Vocational Assessment Scale / checklist
  - iii) VRC Assessment Scale / Checklist
  - iv) Navajyothi Trust Vocational Placement Scale

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Course Title	Major Core – 13 – Management of Rehabilitation Programmes
Total Hours	90
Hours/Week	6 Hrs/Wk
Code	U15RS6MCT13
Course Type	Theory
Credits	5
Marks	100

General Objectives:

To explain fundamentals of management and apply theoretical aspects in the management of rehabilitation programmes.

Course Objectives:

The learner will be able to

CO No.	Course Objectives
	The students will be able to
CO-1	Understand the basics of management.
CO-2	Discuss the policies and procedures essential for personnel in rehabilitation programmes.
CO-3	Apply the principles of universal design for barrier free environment in rehabilitation centers for the disabled.
CO-4	Relate concepts for reports specific to disability work.
CO-5	Discuss marketing strategies and fund raising techniques.

UNIT 1 : General Nature of Management

(15 Hrs)

- 1.1 Meaning, characteristics and importance of management.
- 1.2 Nature, levels and functions of management
- 1.4 Styles of management of management
- 1.4 General principles of management and Managerial skills &

roles

Extra reading/ keywords: Henry Fayol, Esprit de Corps, Scalar Chain

UNIT 2 : Personnel Management

(15 Hrs)

- 2.1 Personnel policies
- 2.2 Recruitment
- 2.3 Personnel appraisal & Staff retention
- 2.4 Procedure for registration of Rehab Professionals & Continuing Rehabilitation Education

Extra reading/ keywords: RCI, Promotion, Compensation

UNIT 3: Architect of Rehab Centres

Barrier free environment: concept and rationale**(15 Hrs)**

- 3.1 Planning and layout of centres
 3.2 Barrier free environment and access
 3.3 Importance of signage, Importance of tactile floors and markings
 Braille
 3.4 Colour contrast for low vision and auditory signals

*Extra reading/ keywords: Information signs, Directional signs, Warning signs***UNIT 4 : Reporting formats specific to disability work****(15 Hrs)**

- 4.1 Significance of reporting
 4.2 Door to door survey, Initial assessment, Individual case life and Monthly physical performance report
 4.3 Daily diary of field staff, Review meetings and Project completion report
 4.4 Computer software for data storage and analysis and Management information system

*Extra reading/ keywords: effective report writing, Neutral presentation***UNIT 5 : Budgeting, Marketing, Fund raising and Auditing****(15 Hrs)**

- 5.1 Budgeting,
 5.2 Marketing
 5.3 Fund raising
 5.4 Auditing

*Extra reading/ keywords: Expenditure budget , Community Chest***Note: Texts given in the Extra reading/key words must be tested only through Assignment and Seminars.****Practicum :****(15 Hrs)**

1. Visiting various Rehabilitation Programmes for the disabled
2. Preparing a financial plan for a rehabilitation programme.
3. Observation reports of any two disabilities
4. Two Case studies (any two following areas, involving any two disabilities)
 f Early Intervention, Education, Transition and Vocation
5. Project Proposal or Evaluation Report or Management

Course Outcomes:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Elaborate on the basics of management.	PSO 1	U
CO-2	Compile the policies and procedures essential for personnel in rehabilitation programmes.	PSO 6	U
CO-3	Recommend the principles of universal design for barrier free environment in rehabilitation centers for the disabled.	PSO 5	E
CO-4	Develop reports specific to disability work.	PSO 4	C

CO-5	Choose marketing strategies and fund raising techniques for disability programmes. (employability and entrepreneurship)	PSO 5	E
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References :

1. Principles and practice of Management, L. M. Prasad, 1995, Sultan Chand & sons.
2. P.C.Tripathi and P. N. Reddy, 1986. Principles of management Tata McGraw hill publishing company limited, New Delhi.
3. Harold Koontz, Heinz Weihrich 1989, Management. Mcgrahill book company.
4. Barbara. A. Wilson & D. L. Mcledan, 1997, Rehabilitation studies handbook, Cambridge University press.
5. Major H. P. S. Ahluwalia , 2003, Disability status India, Rehabilitation Council of India.
6. Joseph. L. Massie, Essentials of management, 1995, Prentice Hall of India Private limited.

WEBSITES:

1. <http://download.nos.org/srsec319new/319EL10.pdf>
2. <http://www.managementstudyguide.com>
3. <http://cpwd.gov.in/publication/aged&disabled.PDF>
4. <http://www.unnati.org/pdfs/manuals/barrier-free-built-environment.pdf>
5. <http://www.un.org/esa/socdev/enable/designm/index.html>
6. <file:///C:/Users/Admin/Downloads/Human-Resource-Development-In-The-Area-Of-Disability-Rehabilitation.pdf>.

Course Title	MAJOR ELECTIVE – 3 AUTISM, LEARNING DISABILITY, ADHD
Total Hours	75
Hours/Week	7 Hrs Wk
Code	U15RS6MET04
Course Type	Theory
Credits	5
Marks	100

General Objectives:

To understand the causes, characteristics, and intervention strategies for children with Autism, Learning Disability and ADHD

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Understand the causes, characteristics, assessment and management of Autism.
CO-2	Remember the various components of teaching children with Autism.
CO-3	Understand the causes, characteristics and intervention strategies in Learning Disability.
CO-4	Analyze the modifications and accommodations for Learning Disability
CO-5	Understand the causes, characteristics and intervention strategies in ADHD

**UNIT 1: INTRODUCTION TO AUTISM
(10 Hrs)**

- 1.1 Definition and History of Autism
- 1.2 Causes of Autism
- 1.3 Characteristics of Autistic behavior
- 1.4 Assessment and Diagnosis of Autism

Extra reading/ keywords: Leo Kanner, PDD

**UNIT 2 : TEACHING CHILDREN WITH AUTISM
(20 Hrs)**

- 2.1 Instructional approaches and classroom management
- 2.2 Strategies for communication development
- 2.3 Strategies for teaching social skills
- 2.4 Teaching functional skills

Extra reading/ keywords: Visual Strategies, Structured Teaching

**UNIT 3 : LEARNING DISABILITY - TYPES AND NATURE
(15 Hrs)**

- 3.1 Reading Deficits
- 3.2 Math Deficits
- 3.3 Written Expression Deficits
- 3.4 Language Deficits and Visual and Auditory Processing Disorders.

Extra reading/ keywords: Slow Processing Speed, Sensory Processing Disorder

**UNIT 4: MODIFICATIONS AND ACCOMMODATIONS FOR CHILDREN WITH LEARNING DISABILITY
(15 Hrs)**

- 4.1 Modifications and Accommodations for children with Dyslexia
- 4.2 Modifications and Accommodations for children with Dyscalculia
- 4.3 Modifications and Accommodations for children with Dysgraphia
- 4.4 Differentiated Instruction Classroom management and tips for teachers for children with Learning Disabilities.

Extra reading/ keywords: Differentiated Teaching, Academic Accommodation, Assimilation and Accommodation

**UNIT 5: ATTENTION DEFICIT HYPERACTIVE DISORDER
(15 Hrs)**

- 5.1 Nature, signs and symptoms
- 5.2 Treatment and Therapies
- 5.3 Accommodations for children with ADHD
- 5.4 Classroom Management strategies, Tips for teachers and parents of children with ADHD

Extra reading/ keywords: ADHD and ODD, ADHD medications

Note: Texts given in the Extra reading/key words must be tested only through Assignment and Seminars.

Course Outcomes:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the causes and characteristics of children with autism.	PSO 1	R, U
CO-2	Develop and design an assessment procedure for screening and evaluating children with of Autism.	PSO 2	R
CO-3	Develop a behavior management strategy for a child with autism	PSO 2	U
CO-4	Discuss the various components of teaching children with Autism.	PSO 3	R

CO-5	Explain the causes, characteristics of children with Learning Disability.	PSO 4	An
CO-6	Explain and summarize intervention strategies in Learning Disability.	PSO 4	U
CO-7	List, explain and summarize the modifications and accommodations for Learning Disability	PSO 5	R, An
CO-8	Explain the causes, characteristics and intervention strategies in ADHD. (skill development)	PSO 5	U

PRACTICUM :

(20 Hrs)

1. Prepare a Case Study of a child with Autism and plan an intervention program. (8)
2. Prepare a case study of a child with ADHD plan an intervention program for a child with ADHD. (6)
3. Prepare a Case Study of a child with Learning Disability and plan an intervention program (6)

TEX BOOKS:

1. Val Cumine, Julia Leach & Gill Stevenson (2000). Autism in the Early Years - A Practical Guide. David Fulton Publishers Ltd., London, U.K.
2. Onita Nakra, (1996), Children with Learning Difficulties, New Delhi; Allied Publishers Ltd.
3. Sandra F. Rief.(1993). How to reach and teach ADD / ADHD children.

ESSENTIAL READING:

1. "Teach Me Language". (2000). A Language Manual for children with Autism, Asperger's Syndrome and related Developmental Disorders by Sabrina Freeman Ph.D., Lorelei Dake, B.A. Hard Cover: ISBN 0-9657565-0-5
2. Richard, L. Simpson, et.al (2005). Autism Spectrum Disorders. Interventions and Treatments for Children and Youth, Printed in the United States of America.
3. Simon Baron-Cohen and Patrick Bolton,(1996). Autism - The Facts. The University of Psychiatry, University of London, Oxford New York Tokyo, University Press.
4. Aureen Aarons and Tessa Gittens, The Handbook of Autism - A guide for Parents and Professionals, Foreword by Lorna Wing. (1992). Routledge - International Thomson Publishing Company, New York, London.
5. Johnny L. Matson (1993). Handbook of Hyperactivity in children.
6. David L. Wodrich. What every parent wants to know Attention Deficit Hyperactivity Disorder.
7. Kirk, Gallagher, Anastasiow (2000). Educating Exceptional Children. 9th Edition.
8. Dr. Anupriya Chadha (2004). Training manual for teachers to teach children with Learning Difficulties.
9. Corinne Roth Smith, (1991). Learning Disabilities, U.S.A. : Allyn & Bacon.

JOURNALS:

1. Journal of Autism as a Developmental Disability (JADD)

2. Learning Disabilities: A Multidisciplinary Journal.
3. Journal of Attention Disorder (JAD) – A Sage Journal

Course Title	NON-MAJOR ELECTIVE - 2 – SEX EDUCATION
Total Hours	30
Hours/Week	2 Hrs/ Wk
Code	U15RS6NMT01
Course Type	Theory
Credits	2
Marks	100

GENERAL OBJECTIVE:

To enable the students understand the body structures of men, women and acquire the knowledge about birth, their values ,attitudes and insights about sexual deviations ,use of contraception and other sexual health measures

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Remembers, understands about the male and female reproductive system and sexual maturation.
CO-2	Remembers, understands about Pregnancy and various types of birth.
CO-3	Remembers, understands various sexual deviations and its causes, effects, treatment and prevention.
CO-4	Remembers, understands the various sexually transmitted diseases and its effects, treatment and prevention.
CO-5	Remembers, Understands the importance of contraception, its advantages and disadvantages.

**UNIT 1 : Reproductive system and sexual maturation in men and women
(6 HOURS)**

– primary and secondary sexual characteristics.

Extra reading/ keywords: male reproductive system, female reproductive system, sexual characteristics

**UNIT 2 : Pregnancy and child birth
(6 HOURS)**

– stages, maternal care, teratogens

Extra reading/ keywords: maturation, ovulation, fertilization, cell division, infertility

**UNIT 3 : Various sexual deviations
(6 HOURS)**

– exhibitionism, incest, rape, pedophilia, prostitution, homosexuality, obscene comments and telephone calls, premarital and extra marital sex.

Extra reading/ keywords: exhibitionism, incest, rape, homosexuality, prostitution, abuse,

Premarital and extramarital sex

**UNIT 4 : Aspects of sexual health – sexually transmitted diseases, AIDS
(6 HOURS)**

Extra reading/ keywords: sexually transmitted diseases, AIDS

**UNIT 5 : Contraception
(6 HOURS)**

- Barrier methods, hormonal methods, natural methods and terminal methods with their types, advantages and disadvantages

Extra reading/ keywords: condoms, diaphragm, oral contraceptive, cervical cap, copper T

Note: Texts given in the Extra reading/key words must be tested only through Assignment and Seminars.

Course Outcomes:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain about the male and female reproductive system and sexual maturation.	-	R, U
CO-2	Discuss Pregnancy and various types of birth.	-	R, U
CO-3	Describe various sexual deviations and its causes, effects, treatment and prevention.	-	R, U
CO-4	Explain the various sexually transmitted diseases and its effects, treatment and prevention.	-	R, U
CO-5	Discuss the importance of contraception, its advantages and disadvantages. (skill development)	-	R, U

REFERENCES:

1. Coleman, J.C., (1976). Abnormal Psychology and Modern Life. Bombay : D.B. Taraporevala Sons & Co. Private Limited.
2. McCary, J.L. (1978). McCary's Human Sexuality. New York : D.Van Nostrand Company.
3. Sarason, I.G. & Sarason, B.R.(1987). Abnormal Psychology, The Problem of Maladaptive Behaviour. New Jersey : Prentice-Hall, Inc.

4. Sandler .J, Myerson .M, & Kinder .B.N. (1980) Human Sexuality: Current Perspectives. USA : Mariner Publishing Company, Inc.

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|---------------------|----------------------------------------------------------------------|
| <b>Course Title</b> | <b>SKILL BASED ELECTIVE – 5<br/>SENSORY INTEGRATION (PRACTICALS)</b> |
| <b>Total Hours</b>  | <b>30</b>                                                            |
| <b>Hours/Week</b>   | <b>2 Hrs</b>                                                         |
| <b>Code</b>         | <b>U15RS6SBP05</b>                                                   |
| <b>Course Type</b>  | <b>PRACTICAL</b>                                                     |
| <b>Credits</b>      | <b>2</b>                                                             |
| <b>Marks</b>        | <b>100</b>                                                           |

**General Objectives:**

To demonstrate and make Students Plan, Create and Apply various intervention strategies and prepare sensory intervention kit and manual for Students with Special Needs.

**Course Objectives:**

**The learner will be able to**

| <b>CO No.</b> | <b>Course Objectives</b>                             |
|---------------|------------------------------------------------------|
| CO-1          | Understand Sensory Process Disorder (SPD)            |
| CO-2          | Remember the different sensory systems.              |
| CO-3          | Analyze the various measures of sensory integration. |
| CO-4          | Create and implement Intervention programs           |
| CO-5          | Apply Sensory Integration Activities.                |

**UNIT I : UNDERSTANDING SENSORY PROCESSING DISORDER (SPD)  
(7 Hrs)**

- Nature and causes of Sensory Processing Disorder (SPD) and identify the basic principles of sensory integration.

*Extra reading/ keywords: Sensory Dysfunction, Sensory Modulation and Praxis*

**UNIT II : SENSORY INTEGRATION PERSPECTIVE  
(7 Hrs)**

- Hypersensitivity / Hyposensitivity with regard to Vision, Hearing, Tactility, Smell, Taste, Proprioception, Vestibular.

*Extra reading/ keywords: Overwhelmed, Underwhelmed*

**UNIT III : TECHNIQUES FOR MEASURING SENSORY INTEGRATION  
(6 Hrs)**

- Sensory Integration and Praxis Test (SIPT), Checklists and sensory profile.

*Extra reading/ keywords: Jean Ayers Checklist, Fact Sheets on Sensory Dysfunction*

**UNIT IV : POSSIBLE BEHAVIORS AND STRATEGIES FOR INTERVENTION**

(  
5 Hrs)

- With regard to Vision, Hearing, Tactility, Smell, Taste, Proprioception, Vestibular
- Planning intervention programs for each
- Sensory Diet

*Extra reading/ keywords: Activating Routines – School and Home*

**UNIT V : SENSORY INTERVENTION GAMES AND SENSORY, DIET. (5 Hrs)**

- Developing activities for various senses.

*Extra reading/ keywords: Modulating Activities, Self-Regulation*

**Note: Texts given in the Extra reading/key words must be tested only through Assignment and Seminars.**

**Course Outcomes:**

**The learner will be able to**

| CO No. | Course Outcomes                                        | PSOs Addressed | Cognitive Level |
|--------|--------------------------------------------------------|----------------|-----------------|
| CO-1   | Explain the Sensory Process Disorder (SPD)             | PSO 1          | R, U            |
| CO-2   | Discuss the different sensory systems.                 | PSO 2          | R               |
| CO-3   | Elaborate the various measures of sensory integration. | PSO 2          | U               |
| CO-4   | Create and implement Intervention programs             | PSO 3          | R               |
| CO-5   | Develop Sensory Integration Activities (employability) | PSO 4          | An              |

**REFERENCES :**

1. T Carol Stock Kranowitz, *The Out-of-Sync Child : Recognizing and Coping With Sensory Integration Dysfunction*, Published by : Perigee Trade; Revised edition. (2006).
2. A. Jean Ayres, (*Sensory Integration and the Child: 25th Anniversary Edition* (Paperback), Published by Western Psychological Services (April 1, 2005).

For candidates admitted from 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI-2**  
**SEMESTER VI**  
**RESEARCH METHODOLOGY**

**Hrs -2/Week**

**CODE: U15DS6SBT06**

**CREDITS -2**

**General Objective:**

Students get introduced to concept of research and to carryout research projects.

**Unit I Introduction to research:**

Definition - Types – Nature and Scope of Research – Research Design – Plagiarism

**Unit II – Data Collection**

Types – Primary and Secondary data collection – Data processing – Hypothesis Testing

**Unit III – Plan and Execution**

Methodology – Work Plan and Execution – Analysis – Interpretation - Documentation

**Unit IV - Format and Presentation of Project Report**

Art of writing and Structure of Project report – Viva Voce

**Unit – V Project –**

**Project Work ( Applying Real Expertise in the Project Work)**

The students will be evaluated internally by a test for 50 marks. The Project will be evaluated by an external evaluator and a viva- voce will be conducted for 50marks.The students can carry out their projects individually or in groups.

**REFERENCES:**

Blaxter,L., Hughes,C. and Tight(1999) How to research?Viva Book private Limited

Kothari,C.R.(2004)research Methodology-Methods and Technioques, New Age International Publishers, India

Lal,B.(2002) Research Methodology, ABD Publishers. India



